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ABSTRACT

This report describes a demonstration project whose instructional design implemented sociolinguistic concepts in bilingual education and compared two approaches, the New Concurrent and the Language Separation approaches. The first section is a review of research studies concerning this instructional design. The second, third, and fourth sections describe the selection, responsibilities, and inservice education of teachers and aides. The fifth section describes enrollment patterns, and the sixth section summarizes the research portion of the project. The seventh section describes the purchase of equipment and materials and the benefits to the teaching staff, children, school district, and university of the use of federal funds. Section eight discusses parent involvement, and section nine outlines methods of student, program, and personnel assessment. Section ten summarizes the findings concerning nine project elements: the project children's academic potential, the demonstration objectives and research findings, impact on the district, the significance of support by a local educational authority, the teacher-aide teams, the future of the bilingual methods tested, the contribution to bilingual research, and the replication potential. It is concluded that both methods tested are valid options and that the demonstration project is a valuable method for conducting research. (MSE)

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THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SOUTHWEST INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS

# Title VII Demonstration Projects Program in Bilingual Instructional Methodology

CFDA 84.003-N Grant No. G008102506

FINAL REPORT (1981-84)
submitted to
OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES
DEPARTMENT OF EDUCATION
WASHINGTON, D.C.

by

Rodolfo Jacobson, Ph.D.
Project Director

U.S. DEPARTMENT OF EDUCATION
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March 15, 1985

TITLE VII DEMONSTRATION PROJECT IN BILINGUAL INSTRUCTIONAL METHODOLOGY

## ABSTRACT

The University of Texas at San Antonio was awarded by the U.S. Department of Education a total of $313,778 in Federal funds in order to conduct, in association with the Southwest Independent School District of San Antonio, Texas a Title VII Project entitled Demonstration Project in Bilingual Instructional Methodology during the three-year period 1981-84. The immediate and long range objectives of the District and the University are described.

The instructional design of the Project was strongly oriented toward the implementation of sociolinguistic concepts in bilingual education and based on a series of research studies that are included in section (1) in form of an annotated bibliography. The design that evolved from this scholarly work sought to study longitudinally the effect of two bilingual methods, NCA (the New Concurrent Approach) and LSA (the Language Separation Approach) on a group of LEP children who were moving up from grades K and 1 to grades 2 and 3 during the years of implementation. The section concerning the implementation (2) describes the selection of teachers and aides, the enrollment of children in the Project and the language distribution patterns as these were present in grades K to 3 in two participating schools. The Project personnel included a director, a program coordinator, four teachers, four aides, a clerk typist and a videocamera person. Whereas in section (3) these positions are simply defined a later section on evaluation (9) evaluates the performance of the personnel.

The in-service of teachers and aides (4) was conducted basically, by the Project staff although some occasional District events were also taking place. The Project orientation is discussed on the basis of seven training activities, i.e., pre-school orientation, planning of video sessions, playback and discussions, supervisory activities, staff meetings and technical assistance. The success of the demonstration part of the Project was felt to be, at least in part, a result of the carefully planned in-service activities as they are discussed in this section. Participant students (5) were found to be reasonably stable in their enrollment patterns and to have come to enjoy a positive psychological climate in the classroom. They furthermore provided opportunities to conduct related research on language development, in particular the grammaticality of the languages acquired and/or developed, and on attitude to language and culture.

Section (6) of this Report summarizes the research portion of the Project with special emphasis on its diffusion through scholarly presentations and publications. In other words, the Project was not viewed only as an educational experiment comparing two methodological options but also as a means of investigating a series of issues that would lead to a deeper understanding of several crucial aspects concerning bilingual education.

The purchase of equipment and materials is described in the following section (7) showing the extent to which Federal monies made it possible to conduct a program from which the teaching staff, the children, the District and the University benefited at equal proportions. Hence, efforts were made to monitor closely the upkeep of the equipment and the good use of the materials to the maximum benefit of the persons involved. Even though not a major element in the Project, its parent involvement component showed the support by the parents of the program objectives, even though a major active participation was only accomplished in non-threatening events, such as extracurricular assistance and yearly Project assemblies. The personal problems of the low-income parent in minority settings seem to be such as not to allow the type of cooperation with schools that leads to a greater parent participation in the educational process.

The evaluation component of the Project (9) consisted of several phases that all contributed to the total assessment of this ambitious design. Standardized tests had been administered to the children for selection and progress evaluation purposes. An attitudinal measure was given thanks to the work of a doctoral student of the University of Texas-Austin who had chosen the Project as an area of investigation for her dissertation (M. Walschak). Based on the raw scores of standardized instruments and observations in participating classrooms, the internal investigator (K. Wunderlich) submitted yearly reports using several statistical methods to interpret the data. External evaluators (R. Padilla, J. Huertas, G. Gonzalez, A. Benavides) visited the site each year in order to observe the Project in operation and evaluate its progress allowing hereby the staff to improve each year the implementation of the design as a result of conclusions reached and recommendations submitted. Indirect assessments resulted from the reactions of many faculty members of colleges and universities all over the country who had invited the director to present follow-up reports on the Project in operation. A personnel evaluation concludes the section and reveals the effectiveness of a carefully selected staff, but also some of the problems associated with a closely-knit program that demands of its participants constant alertness and availability. All assessment measures concurred with the facts that the Project was implemented well, the instructional methods were found viable, the findings had gone beyond the proposed plan of operation but that the setting lacked in support for the ambitious endeavor hereby limiting, to some extent, the potentials of a program of this nature.

The final assessment (10) seeks to gather together the various aspects described in this report focusing on nine basic elements of the Project:

1. the academic potentials of the Project children;
2. the demonstration objectives and research findings;
3. the impact, if any, on the District;
4. the significance of support by an LEA;
5. the impact, if any, on the University;
6. the teacher-aide teams;
7. the future of the bilingual methods tested
8. the contribution to bilingual research; and
9. the replication potentials.

Although some repetitious statements may be found in the section, it seeks to highlight and summarize the many valuable issues that were explored and to conclude, on the basis of factual data that

(a) bilingual education works;
(b) two bilingual methods are valid options for any teacher to choose;
(c) a demonstration project is an admirable ground for showing the potentials of an educational program; and
(d) at the same time, it allows the practitioner to pose a number of research questions and propose solutions that may enhance bilingual education elsewhere.

The appendix at the end of the final report serves the purpose of elaborating on or substantiating the statements found here, so that the reader may capture the complexity of the task, challenging in most of its components but less challenging in some others, -- a true reflection of education in a real life setting.

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INTRODUCTION

The University of Texas of San Antonio and the Southwest Independent School District of San Antonio submitted to the Office of Bilingual Education and Minority Language, henceforth OBEMLA, a joint proposal seeking Title VII funds that would allow for the implementation of a three-year demonstration project entitled "Demonstration Projects Program in Bilingual Instructional Methodology. A total of $313,778 in Federal funds were authorized during the three year period that began on September 3, 1981 and ended on August 23, 1984. The breakdown by school years was as follows:

| | |
|---|---|
| 1981-82 | $96,104 |
| 1982-83 | $103,299 |
| 1983-84 | $114,375 |

The Project had been designed to address three major needs identified by the School District itself, i.e.

1. the need for more bilingual teachers;
2. the need for an understanding of appropriate bilingual methodology; and
3. the need for a more meaningful involvement of parents in the educational process of Limited English Proficiency (LEP) children.

Although the initial needs assessment lost some of its importance in the eyes of the School District officials, as the Project progressed (see below), the Project staff supported them fully until the end of the Project by

1a. advancing participating teachers and aides professionally;
2a. continuing to gather relevant data concerning the two methodological approaches used in teaching the children; and
3a. involving the parents more and more in the educational process.

This project has shown that a cooperative effort between an Institute of Higher Education (IHE) and a Local Education Agency (LEA) is of greatest significance because it allows the former to strive for the solution of

many practical education problems that are otherwise ignored. It has also shown that, unless the LEA is willing to support the Project at all times, its staff may be held back in achieving some of its objectives as some of the time will be utilized to iron out potential conflicts.

It is the goal of the present final report to examine the extent to which the Project has achieved its stated Program objectives and, by the same token, to assess the nature of the cooperative effort between the IHE and the LEA as well as the degree to which the latter has or has not contributed to the attainment of said objectives. However, before describing the overall developments and the ultimate findings of the Project, it might be convenient to survey the basic design and the prior research on which it was based as the program was implemented over a three-year period.

(1) DESIGN AND PRIOR RESEARCH

One of the principal concerns of the Project was to address the issue how two languages should be distributed in a successful bilingual education program. The implication here has been that bilingual educators do not teach school subjects differently from the way monolingual teachers do but that the former teach through the media of two rather then one single language. It therefore became crucial to decide when the use of the home language was appropriate as a medium of instruction and when the school language should serve that purpose. A meaningful distribution of the two languages, on the other hand, requires of the participant child to feel equally comfortable with the presence at school of the language of the home as he/she may be with that of the school. To ensure the child's feeling of appropriateness of the home language in a school context, the program designer incorporated in the language distributional planning for the first year the almost exclusive use of the child's vernacular in

grade K. This pronounced emphasis on Spanish at that level of instruction had two major objectives:

1. to develop Spanish language skills further or to retrieve lost skills wherever the impact of English at home or in the neighborhood may have had an effect on the fluency of or attitude toward the vernacular dialect; and
2. to establish Spanish as one of two languages that the child would use in school.

Furthermore, the ratio with which English and Spanish were distributed in the primary grades was believed to convey a crucial message to the minority child in the sense that a balanced distribution (a 50:50 ratio) would be interpreted as "equal prestige of the two languages," whereas the usual increase-decrease pattern (from no English to only English and from only Spanish to no Spanish) would be indicative of "differential prestige of the two languages". On the basis of these theoretical notions, a distributional design had been submitted in the proposal, whereby Spanish would be used almost 100% at level K and from grade 1 to 3 English and Spanish would be used at equal times in the treatment groups, whereas in the comparison groups Spanish would be decreased as English was increased.

In addition to the ratio of use, the manner of use had been considered significant, so that the treatment group would demonstrate one option of distributing the two languages in class and the comparison group would demonstrate another such option. To be more specific, in the treatment group the two languages were used concurrently in the teaching of content, whereas, in the comparison group they were strictly separated. (About the theoretical implication of the two methods, see below). The following breakdown incorporates the three basic components of the design as discussed above:

(1) Home language retrieval and/or development (K) in order to establish it as one of the school languages;

(2) Ratio of language use in primary grades 1 to 3 (language balance vs. increase-decrease pattern);
(3) Manner of language use in primary grades 1 to 3 (concurrent vs. separated language use)

The research on which this structural design had been based was described in the initial proposal (p.11-17) as well as in the two interim reports submitted respectively in 1982 (p.9-10) and 1983 (p.4-8). It shall therefore suffice here to list the studies that suggested to the writer the feasibility of such a project and briefly comment on their relevance, similar to an annotated bibliography.

(1) James Cummins. 1980. "The Entry and Exit Fallacy in Bilingual Education." NABE Journal, 4.3.
(2) S.E. Duncan and Edward A. De Avila. 1979. "Bilingualism and Cognition: Some Recent Findings." NABE Journal 4.1

The authors are strongly supporting the view that children whose first language is a language other than English must develop their home language to reach a level of proficiency that they label the "threshold level." It will allow them to become cognitively secure in order to transfer their cognitive abilities from the vernacular to the second language as they become more proficient in the latter. CALP (Cognitive Academic Language Proficiency) in the second language and not merely BICS (Basic Interpersonal Communicative Skills) is found to be the prerequisite for academic achievement.

(3) Joshua Fishman. 1972. The Sociology of Language Rowley, MA: Newbury
(4) Lawrence Greenfield and Joshua Fishman. 1972. "Situational Measures of Normative Views in Relation to Person, Place and Topic among Puerto Rican Bilinguals." S.K. Gosh, ed., Man, Language and Society. The Hague: Mouton.

Most hispanic communities in the United States function in quasi-diglossic settings, such that the distribution of the two languages of these bilingual groups is contingent upon a series of social factors as role relationship, status, domains, language prestige, community perspectives and others.

The incorporation of sociolinguistic norms of this nature in a bilingual project makes the latter realistic in a social sense.

(5) Wallace Lambert. 1979. "Language as a Factor in Personal Identity and Intergroup Relations." Keynote Address, Annual Spring Conference, San Antonio Area Association for Bilingual Education, San Antonio, TX.

The attention paid to affective factors in bilingual settings where minority language speakers are expected to learn a majority language is recognized as basic for academic learning to take place. Additive rather than subtractive bilingualism is only achieved when the learner's self-identity is enhanced and intergroup relations are properly understood.

(6) William F. Mackey. 1972. Bilingual Education in a Binational School. Rowley, MA: Newbury

(7) Ilonka Schmidt-Mackey. 1977. "Language Strategies of the Bilingual Family." W.F. Mackey, ed. Bilingualism in Early Childhood, Rowley, MA: Newbury

Language distributional options in bilingual settings are actually strategies available to the teacher or parent when he/she tries to teach specific school subjects to the bilingual child. That language alternation is harmful when teaching a school subject and leads unequivocally to language mixing has never been proven. When rightfully conceived, codeswitching strategies might contribute to academic achievement just as language separation techniques can. A deeper understanding of dual language methodologies is imperative.

(8) William F. Mackey. 1970. "A Typology of Bilingual Education." Foreign Language Annals, 3

A large number of prototypes of bilingual education have been recognized worldwide depending on the intricate interrelationship between and among four components, i.e., the nation, the community, the home and the school. The variety of the potential models points to the virtual impossibility of making a global assessment of the merits of bilingual education out of context. The implementation of one (or two) of such models, in turn

allows one to grasp the number of variables that must be considered in making a particular type of bilingual education work.

(9) Rodolfo Jacobson. 1975. "The Dilemma of Bilingual Education Models: Duplication or Compartmentalization." M. Burt and H. Dulay, eds. On TESOL '75. Washington, D.C. TESOL

Teaching concurrently in both languages, the language of the school and the language of the child, is seen as a compromise solution between the concurrent translation approach where everything is taught twice (duplication) and a language separation approach where some subjects are identified, as $L_1$ - subjects and others as $L_2$ subjects (compartmentalization). This sociolinguistically oriented approach is recognized as a technique that prevents students from tuning out when the weaker language is the medium of instruction and that avoids, at the same time, the lexical deficiencies associated with a language separation approach in which the specialized vocabulary is learned only in one but not the other language.

(10) Rodolfo Jacobson. 1977a "The Social Implications of Intra-Sentential Codeswitching." R. Romo and R. Paredes, eds. New Directions in Chicano Scholarship. San Diego, CA: University of California.

(11) Rodolfo Jacobson. 1978a "Anticipatory Embedding and Imaginary Content: two newly identified codeswitching variables." A. Lozano, ed. Southwest Areal Language and Linguistics Workshop VII Proceedings. Boulder, CO: University of Colorado

Codeswitching from sentence to sentence as well as within the sentence is recognized as a language behavioral pattern among members of hispanic communities and, in particular, of the Mexican-American community of San Antonio. Codeswitching events are explained as responses to certain stimuli, some of which are psychologically and others, sociologically conditioned. Far from being a random behavior, the switching patterns are part of the bilingual's communicative system and are triggered whenever ethnic peers interact in informal settings.

(12) Rodolfo Jacobson. 1978b. "Codeswitching in South Texas: Sociolinguistic Considerations and Pedagogical Applications. The Journal of the Linguistic Association of the Southwest, 3.1

The earlier speculations concerning concurrent language teaching are placed on a more solid basis by relating codeswitching in the classroom to the codeswitching observed in the community. The adaptation of the community behavior to pedagogical practices, requires however that switching patterns be controlled in two ways: (a) only intersentential switching is permissible and (b) all language alternation is teacher-initiated. The former is intended to avoid language mixing and the latter, to ensure that the switching is educationally sound each time that it occurs. Finally, the incorporation at school of community patterns, even though they were somewhat modified, is found valuable when seeking the rapprochement between home and school.

(13) Rodolfo Jacobson. 1979b. "Beyond ESL: The Teaching of Content other than Language Arts in Bilingual Education." R. Bauman and J. Sherzer, eds. Working Papers in Sociolinguistics. Austin, TX: Southwest Educational Laboratory.

The Concurrent Approach is defined "as a strategy through which the bilingual teacher teaches school subjects in both of the bilingual's two languages by using the two languages concurrently except when language arts is being taught." The rationale for such an approach is given and a system of cues proposed that will guide the teacher to decide when a switch from one to the other language is appropriate.

The preceding bibliographical section has been intended to show that the components of the instructional design of this Project are the direct outgrowth of the scholarly research of the writer as well as of other scholars to ensure the validity of the experiment. It is the objective of the remainder of the report to describe in detail how the design was implemented and what evaluation data have shown so that one may arrive at a fair judgment concerning the Project.

(2) IMPLEMENTATION OF DESIGN: 1981 - 84

The implementation of the instructional design was extremely consistent over the three years of the Project as the same emphases were maintained throughout. These are here identified in terms of their methodological, language acquisitional and affective goals.

(1) a methodological emphasis intended to determine the validity of two bilingual teaching techniques (LSA, NCA)
(2) a second language acquisition emphasis intended to show that second language acquisition is more successful when literacy in the first language is achieved;
(3) language proficiency and academic achievement are both enhanced when attitudinal and motivational factors are considered and attended to.

This report seeks to show that all three goals were accomplished.

A similar consistency can be shown in the way staff assignments were made over the three years of the Project. The teaching assignments projected in the original proposal had considered the participation of eight bilingual teachers half of whom would stay in the Project two years and the other half, one year. Furthermore, each bilingual teacher would be assisted by a bilingual aide to guarantee that sufficient individual attention could be given to each Project child. The following table illustrates the teacher-aide assignments and matches very closely a similar table in the proposal. It differs from it only in the way the grade assignments were reshuffled during the second year as only one new teacher and not two, was transferred to the Project. All teachers except one wished to continue in the experiment and there was no reason not to honor their request. The table also shows that no change in the assignments of aides was warranted. One aide, however, resigned during the very last semester of the Project in order to become a full time student in bilingual teacher education at the University. This stability among the staff turned out to be most effective as teachers and aides had not only become well acquainted with the methodology but had come

to feel very close to the children in the Project thus helping them adjust well to the school environment.

| Grade | 1981-82 Comp | 1981-82 Treat | 1982-83 Comp | 1982-83 Treat | 1983-84 Comp | 1983-84 Treat |
|---|---|---|---|---|---|---|
| K | $T_1$ / $A_1$ | $T_2$ / $A_3$ | | | | |
| 1 | $T_3$ / $A_2$ | $T_4$ / $A_4$ | $T_3$ / $A_2$ | $T_1$ / $A_4$ * | | |
| 2 | | | $T_5$ / $A_1$ | $T_2$ / $A_3$ * | $T_5$ / $A_1$ | $T_6$ / $A_3$ |
| 3 | | | | | $T_7$ / $A_2$** | $T_8$ / $A_4$ |

TABLE I Teacher-Aide Assignments 1981-84

*Deviation from projection in proposal of teaching assignments
**Only during fall '83. No substitution made

The turn-over of a school population is a common phenomenon, particularly in low income neighborhoods where employments patterns are unstable and parents only rarely own the home in which they live. The school principals had warned the Project staff that the number of withdrawals, not only from year to year, but also within a particular school year might affect the outcome of the experiment. Fortunately, the attrition rate for the Project population was less than what had been predicted and what was typical for the schools of the District. Attrition did however occur to some extent and Table II shows the decline from 142 to 68 participants. The decline from 1981-82 to 1982-83 was 20.5% and from 1982-83 to 1983-84 19.2%. Furthermore, during the school year parents would withdraw their

children for a variety of reasons, although none was directly related to the bilingual project. Sickness, change of employment, change of residence and similar uncontrollable causes would reduce the enrollment by 12.4% during the second Project year and by 15% during the last year. Nevertheless, the number of children who remained during the three consecutive years seem to have been enough to lend credibility to the findings and provide the longitudinal data that allow monitoring the progress of participating children from level K to grade 2 or, for those who entered in grade 1, from grade 1 to 3.

| SCHOOLS | GRADE LEVEL | 1981-82 | 1982-83 Beginning of Year | 1982-83 End of Year | 1983-84 Beginning of Year | 1983-84 End of Yr. |
|---|---|---|---|---|---|---|
| SKY HARBOUR | K | 38 | | | | |
| | 1 | 31 | 30 | 26 (4 W's) | | |
| | 2 | | 25 | 23 (2 W's) | 20 | 14 (6 W's) |
| | 3 | | | | 21 | 17 (4 W's) |
| INDIAN CREEK | K | 44 | | | | |
| | 1 | 29 | 30 | 24 (6 W's) | | |
| | | | Gr.1 9 — 39 | 9 — 31 | | 27 |
| | 2 | | Gr.2 19 | 17 (2 W's) | 27 | (0 W's) |
| | 3 | | | | 12 | 10 (2 W's) |

TABLE II Declining Enrollment in the Project over 3 years

The part of the overall design that applied to the school year 1983-84 is represented in Table III and it may be appropriate to examine here whether it had again been possible, as in 1981-82 and 1982-83, to implement it as proposed:

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a.

| Year of Implementation | K Comp English | K Comp Spanish | K Treat English | K Treat Spanish | 1 Comp English | 1 Comp Spanish | 1 Treat English | 1 Treat Spanish | 2 Comp English | 2 Comp Spanish | 2 Treat English | 2 Treat Spanish |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1981-82 | 10-25% of time | 90-75% of time | None of the time except for ESL<br>ESL | All the time except for ESL | 25-50% Math Science Health | 75-50% Soc. Studies | 50% all subjects | 50% all subjects | | | | |
| 1982-83 | | | | | 25-50% Math Science Health | 75-50% Soc. Studies Art Phys. Ed. | 50% all subjects | 50% all subjects | 50-75% Math Science Health Art Phys. Ed | 20-25% Social Studies | 50% all subjs. | 50% all subjects |

b.

| | 2 Comp English | 2 Comp Spanish | 2 Treat English | 2 Treat Spanish | 3 Comp English | 3 Comp Spanish | 3 Treat English | 3 Treat Spanish |
|---|---|---|---|---|---|---|---|---|
| 1983-84 | 50-75% Math Science Health Art Phys. Ed | 50-25% Soc. Studies Phys. Ed | 50% all subjects | 50% all subjects | 75-100% all subjects | 25-0% no subjects | 50% all subjects | 50% all subjects |

TABLE III Project Instructional Designs

a. 1981 - 1983 b. 1983 - 1984

As in previous years, the intent in the treatment groups was again the balanced distribution of English and Spanish (the 50-50 ratio) in the teaching of content. The success of achieving a balanced distribution was however slightly impaired by two facts, (1) both teachers in the treatment school were new to the Project and the District had shown poor judgment in hiring them at the last moment preventing hereby the Project

staff from training the new teachers properly, (2) the new teaching staff was experiencing difficulties, although not for the same reasons, in measuring carefully the amount of time that they would devote to each language. To be more specific, one of the teachers was more fluent in English than she was in Spanish and would therefore stay longer in the language in which she felt more comfortable. The other teacher took it upon herself, with the tacit approval of her principal, to increase the percentage of use of English in class because she felt that the children needed more exposure to English. The Project's supervisory efforts to remedy this situation was ultimately successful but only after some valuable time had been wasted. In other words, during parts of the school year the somewhat uneven distribution of the two languages had come to stand in the way of properly, implementing in the treatment school, the design as originally proposed for the third year. The language separation approach of the comparison school, in turn, followed the proposed distribution pattern more closely. It was in particular the second grade that was most successful in decreasing the use of Spanish from 50%-25% and increasing the use of English from 50%-75%. The decrease-increase pattern figured on a percental basis was obviously only a rough estimate as it turned out to be quite difficult to determine what 25%, 50% or 75% actually meant. It became however quite evident to any one observing the second grade class that less Spanish was used than the year before and English was gradually becoming the medium of instruction in all subjects except social studies. The third grade, on the other hand, represented a unique situation that, on the long run, did not hurt the implementation of the design. The newly hired bilingual teacher was English dominant and did not feel comfortable teaching social studies in Spanish. On the other hand, the bilingual aide ($A_2$) assigned

to her was not only very secure in Spanish but also very capable of teaching social studies in the children's home language. Hence, no problem resulted from the teacher's language background as only 25% of Spanish was required for the beginning of the school year. When the aide submitted her resignation in January 1984, the percentage of Spanish to be used in the teaching of content approximated zero. As a result, the aide's absence from the Project during the spring semester had no ill effects on the language distribution pattern. Obviously, there was hardly a reason to search for a replacement, in particular since the teacher was agreeable to completing the school year without paraprofessional assistance. To train a new aide would not have been completed prior to the end of the school year.

As for the first two years of the Project, the instructional design had been implemented most successful. The pertinent sections of the two interim reports attested to the fact that the percentage of dual language use agreed fully with the ratio projected in the proposal. Therefore, except for a brief period during the third year when the balanced ratio of use was slightly altered, the instructional design proved itself as being reliable and useful, producing among the children competency in two languages and creating for them the kind of dual language achievement that leads to academic achievement in school.

Before concluding this section, it might be appropriate to briefly comment on the physical facilities available to the Project. The joint commitment of The University of Texas at San Antonio and the Southwest Independent School District to conduct this unique Project implied the sharing of

resources to ensure, as much as possible, the successful implementation of the same. The physical facilities provided by the two institutions can be described as follows:

(1) The Southwest Independent School District provided, in the two participating schools, the classroom space necessary to conduct the Project. The rooms were located inside the school building, so that--physically speaking--the Project could be a part of the school as a whole. The office space that was to be provided for the coordinator in one of the schools was much less satisfactory. Despite assurances given to the contrary the first year, a deposit space (approximately 6X15 ft.) converted into an office remained the only office facility for three years. A desk and a chair were the only office furniture provided and no telephone was installed. Four teachers, on the District's payroll, were assigned to serve on the Project. About the selection process, see the following section.

(2) The University of Texas at San Antonio provided the office space for the Director. Although the latter was entitled to have an office as a tenured professor of the University, the largest office space in the Division was made available to him as soon as the Project became funded. The University supplied the program coordinator with an office to be used on the day that she would spend at the University to plan Project activities and/or meet with Director or other University personnel. Some office equipment and classroom furniture was provided to compensate for lacking facilities at the schools. Filing cabinets, typewriter with stand, kidney-shaped tables with chairs were sent to the schools to upgrade facilities.

The schools selected for the Project were conveniently located some five miles from one another, so that the supervisory responsibilities at both schools could easily be carried out. Room assignments for group meetings were adequate, especially since the newer school building (Sky Harbour) was facilitating the necessary space for parent assemblies, space not usually available in the older school (Indian Creek). In sum, the physical facilities were adequate except for the less than adequate accomodation of the program coordinator who experienced great difficulties in carrying out the administrative tasks that must be done in an office.

(3) PERSONNEL

The Project personnel included a number of persons who were all involved in the implementation of the Project, such as, the director, the program coordinator, four bilingual teachers, four bilingual aides, a clerk typist and a TV camera operator. In its broadest sense, it also included some school district personnel although the contact with the latter was very sporadic, at times only when problems of one sort or another arose. During the three years of the Project, the contact with the two school principals and the director of media services was more frequent. Consultations with the assistant to the superintendent who also functioned as bilingual director occurred more often at the beginning of the Project. Finally, contacts with the directors of personnel and finances as well as with the superintendent were limited to problem-solving meetings and added little to creating a positive working relationship.

Ideally, a director is expected to select the personnel that appears to be best suited for the Project. This was only partly the case however, as only district teachers and district aides were allowed into the experiment. In view of the scarcity of bilingual teachers and bilingual aides currently employed by the District, there was little freedom to accept some and to reject others, rather it was a matter of letting into the Project any bilingually certified teacher who wished to participate as long as the candidate had indicated his/her willingness to pursue additional studies at a public institute of higher learning paid by the grant. Despite this limitation in selecting the teaching personnel, those who were eventually chosen as teachers and aides turned out, and fortunately so, to be quite competent in most cases. The selection of the non-teaching staff, in turn, was done in a

far more satisfactory way and led to the hiring of outstanding individuals who contributed effectively to the favorable outcome of the Project. In a later section of this report (see pgs. 61-71 below), the actual contribution of each staff member is carefully evaluated.

(4) IN-SERVICE TRAINING OF TEACHERS AND AIDES

It is customary for school districts to schedule orientation meetings and/or workshops for the teaching personnel in order to ensure a smooth operation of teaching functions during the year and to provide in-service training as such may be needed. The degree to which SWISD scheduled these activities did not contribute effectively,as far as this Project is concerned, to either objective, so that several special Project activities had to be planned to provide the teaching staff with appropriate in-service training. Over a period of three years the school district had been scheduling the following orientation and/or workshop meetings:

1981: August 19-25 - Pre-school workshops
1982: February 3-5 - Bilingual/ESL Staff Development Workshops
1982: August 18-20 - Pre-school workshops
1983: No record of professional orientation

The year 1981-82 included the scheduling of two meaningful workshops, one, prior to the beginning of the school year,and the other, early in the spring semester. Although neither activity was especially tailored toward bilingual education, the presentations contained valuable information concerning general educational strategies and language development techniques. In particular, two of the consultants of the Region 20 workshop (Exhibit 1a-c), Dr. Mary Galvan and Dr. María Barrera, presented excellent suggestions for the teaching of English as a Second Language and of Spanish Language Arts, respectively. The year 1982-83, in its pre-school workshop, had little to offer professionally to Project teachers and aides as it was more an

inauguration of the new year than an in-service training activity. As for the Project staff, the training was conducted by the program coordinator and represented therefore no specific school district planned event. The school year 1983-84 was introduced in a similar way but since, at the time of the pre-school activity, two of the Project teachers had not yet been hired, the orientation activity by the Project staff was delayed until mid-September, so that the newly hired staff could participate.

In view of the difficulty that the district seemed to experience in organizing activities that were truly meaningful for the bilingual staff, the in-service training of teachers and aides became almost entirely a responsibility of the Project director and the program coordinator. Seven different training activities were designed to provide the staff with the professional input needed for an ambitious project as this one. Each is briefly described below:

a. Pre-school orientation. Orientation activities for teachers and aides were conducted prior to the beginning of classes during the first two years (1981-83) but shortly after, during the third year (1983-84). In 1981-82, a university course was in addition offered during the previous summer in order to allow the Project teachers assigned to the treatment school to become thoroughly acquainted with the NCA method and the underlying research as well as allow them to receive graduate credits applicable to their Master of Arts degree program. The pre-school orientation workshops of the years 1981-82 and 1982-83 have been described in detail in the corresponding interim reports. In this report, reference shall be made only to the orientation meeting that was conducted after two new teachers had been hired to replace those that had submitted their resignations. These resignations had been the result of better professional opportunities, as

one teacher was accepted as a doctoral student and teaching fellow at the University of Iowa and the other had obtained a more promising and better remunerated position in the Dallas I.S.D. The cited meeting was a combined staff meeting and workshop held on September 17, 1983. Since teachers and aides were requested to attend the meeting on a Saturday and on the University campus, it appeared logical to cover their perdiem expenses. The staff meeting scheduled from 9:00 to 11:00 a.m. brought to the attention of the instructional staff a set of issues intended to highlight the areas of concern at this point in time (Exhibit 2a). The workshop scheduled from 11:30a.m. to 2:30 p.m., in turn, focused on the theoretical and practical perspectives of the Project, and served at the same time as a review of past activities for continuing teachers and aides and a preview of future activities for new teachers (Exhibit 3 ) The meeting was a productive one and prepared teachers and aides for what to expect of the third year of Project implementation. The minutes in the appendix (Exhibit 2b) reflect truthfully the extent of the deliberations during the staff meeting.

b. Planning of video sessions. Video sessions were planned in advance at the beginning of each semester. Memoranda specifying the dates for these sessions and the corresponding in-service training meeting were sent to the administrative assistant of the central office, to the two school principals and the District media director with copies to all the teachers and aides involved as well as to the Project camera operator. Class segments were videotaped on an alternating basis 20-25 times a year, so that each Project class was filmed approximately twelve times. Teachers were expected each time to have a demonstration lesson prepared, whereas aides would do so only every second time around. Only during the very first taping sessions would the presence of the equipment and of the camera person

be somewhat disruptive. Children would look into the camera to attract attention and teachers or aides would be apprehensive when their performance was taped. After a few taping sessions, however, the novelty of the situation wore off and the behavior of teachers, aides and students would become normal and no unusual effect was noticed over more than two years of videotaping. By the same token, no Hawthorne effect was recognizable so that the findings were not invalidated through the attention that the Project children received when the equipment was rolled into their classroom.

c. Playbacks and discussions. The purpose of videotaping was multiple. It was documentary in a sense and depository (of teaching modules) in another. Within the constraint of in service-training, however, it played an invaluable role, that of capturing the teacher's (or aide's) performance for discussion and critiquing purposes in supervisory settings. The play-back of class segments in training sessions takes out a great deal of the usual harshness of the supervisor's criticism as the supervisee him/herself can be encouraged to state what was good about his/her performance and what could be improved. The optimum time for these playbacks, however, is debatable. To show the videotaped class the same day it was taught is convenient because the teacher (or aide) still has the performance very much on his/her mind. On the other hand, to show it at a later time provides the supervisor with the opportunity of viewing it first and being better prepared to discuss the performance with the supervisees. During the first two years the immediate play-back technique was chosen and during the last year, the delayed strategy was used. Each seemed to hold some advantages and some disadvantages. In addition, any in-service training session conducted at the end of the school day when teachers and aides are exhausted from a full school day and ready to shift their focus from

responsibilities at work to those at home will reduce somewhat the quality of such a meeting. And yet, it appears that the immediate playback option bears in it greater possibilities of success. A number of appropriate forms designed for the in-service training sessions to promote meaningful discussions turned out most successful (Exhibits 4a, b, c, d). The supervisor's class performance evaluation and, for the treatment classes, the inventory of language switches (Occurrence of Language Use form) together with the teacher's or aide's self-evaluation helped set the proper framework for a meaningful dialog on the merits of a given class.

d. Supervisory activities. The supervision of teachers and aides in the Project was not limited to videotaping and in-service training sessions. Rather, these represented the culmination of all the other activities conducted daily. To ensure that the structural design was implemented properly, the supervisor would have to observe classes at times other than when videotaping took place. As lessons were planned, either for the video or for regular class performance, the supervisor would have to be available for questions, comments or concerns. When personal conflicts arose between teacher and aide, as they sometimes did, the supervisor and, if necessary, also the director would attempt to solve these, not only in the interest of the persons involved but also of the program as a whole. The three years offered ample time to develop an expertise in providing professional assistance and promoting satisfactory working relations between and among all persons directly or marginally involved in the Project.

e. Staff meetings. The number of formal staff meetings conducted from August 1981 to May 1984 was kept to a minimum in view of the fact that the Project Director was meeting weekly with teachers and aides in

their classrooms to attend the video sessions and then conduct there the in-service training meeting. Any minor item of interest or concern could be attended to at that time, so that there was no reason to impose any further on the staff. In other words, formal staff meetings were few and designed to keep the staff abreast on the overall progress of the Project and trace long-range plans concerning future developments, evaluation prospects, research concerns and similar major issues. Thirteen such meetings were held and contributed to keeping each one of the staff members fully involved in the progress of the program. In two instances the staff meeting was combined with a methodology workshop, in October 1981 and in September 1983. The following table shows the time distribution of these meetings:

| 1981-82 | | 1982-83 | | 1983-84 | |
|---|---|---|---|---|---|
| 8/21/81 | Meeting only | 8/19-20/82 | Meeting only | 9/7/83 | Meeting & Workshop |
| 9/15/81 | Meeting only | 9/15/82 | Meeting only | 1/12/84 | Meeting |
| 9/22/81 | Meeting only | 1/6/83 | Meeting only | 5/24/84 | Meeting |
| 10/1/81 | Meeting only | 5/12/83 | Meeting only | | |
| 10/15/81 | Meeting and Workshop | | | | |
| 5/25/82 | Meeting only | | | | |

TABLE IV Staff meetings and Workshops

Two observations may here be in order. The greater frequency of meetings during the year 1981-82 points to the need for the exchange of ideas between the Project Director and the teaching staff during the planning stage of the Project. On the other hand, an interruption of such meetings is observed during the early part of spring 1982. At this time the Project had no

program coordinator. The first coordinator had resigned and the second one had not yet come on board. As a result, the Project Direct had taken on both duties and was on the school campuses so often that a formal meeting appeared superfluous. The agenda of one typical staff meeting for each year and the corresponding minutes are included in the Appendix (Exhibits 5a,b,c).

f. Other technical assistance. Technical assistance other than the activities described above was minimal. The program coordinator attended, on March 4, 1982 a workshop in Houston, TX sponsored by the firm Teaching Resources to acquaint herself with the Woodcock-Johnson Psycho-Educational Battery. This instrument had been purchased by the Project for administration to the children in the participating schools. On February 24, 1984 all Project teachers attended an ESL Workshop held in San Antonio and organized by the Bureau of Education and Research, Paso Robles, CA. Later, that same year on March 30 and 31, the Program Coordinator and one of the aides traveled to Los Angeles to attend the Conference for the Hispanic Family and Excellence in Education sponsored in part by the Office of Bilingual Education and Minority Languages, Department of Education, Washington, D.C. Finally, the site visitations by the Project's external evaluators added another dimension of technical assistance, since each of the visiting scholars was a renowned professional in the field of bilingual education. Additional comments on external evaluation is found in section 9, Evaluation (see pgs. 50-57 below).

g. Extension coursework, graduate/undergraduate. Teachers and aides participating in the Title VII Demonstration Project had consented to continue their professional education either at the graduate or the undergraduate level and appropriate Federal funds had been earmarked for this purpose to reimburse them for tuition and other college related expenses.

Exceptions to this requirement were made in some instances, but only when the teacher was already holding a graduate degree or could demonstrate with valid reasons, that he/she was unable to comply with the requirement at present. The following table shows the extent to which the arrangement had been successful. Of the twelve members of the teaching staff, four completed the attempted degree during the three year period and five made progress toward the completion of the degree. Two teachers who had joined the Project in the last year were not required to register in order to allow them to familiarize themselves with the new methodology, whereas one teacher who already held a Master of Arts degree could not be asked to enroll in a graduate program, since the University does not offer any degree program beyond an M.A.

| Staff | Position | Time of Participation | Attempted Degree | Status | Observation |
|---|---|---|---|---|---|
| ARZOLA, M. | $A_2$ | 1981-Jan. 1984 | A.A. | Completed | Full time student seeking B.A. |
| CANADA, R. | $T_8$ | 1983-1984 | None | | Resigned from SWISD-unknown |
| DRUMM, C. | $T_7$ | 1983-1984 | M.A. | In progress | SWISD |
| ESCOBAR, M. | $T_4$ | 1981-1982 | M.A. | In progress | SAISD |
| GAITAN, A. | $T_1$ | 1981-1983 | M.A. | Completed | Dallas I.S.D. |
| GARZA, I. | $A_1$ | 1981-1984 | A.A. | Completed | Full time student seeking B.A. |
| MARTINEZ, P. | $T_3$ | 1981-1983 | M.A. | In progress | SWISD |
| RAMOS, E. | $T_2$ | 1981-1983 | M.A. | Completed | Teaching fellow U. of IA, Iowa City |
| RAMOS, G. | $T_5$ | 1982-1984 | N/A | | SWISD |
| RANDLE, M. | $T_6$ | 1983-1984 | None | | SWISD |
| TORRES, R. | $A_4$ | 1981-1984 | A.A. | In progress | Discontinued at SWISD - unknown |
| VASQUEZ, M. | $A_3$ | 1981-1984 | A.A. | In progress | Discontinued at SWISD - unknown |

TABLE V Continuing education efforts of teaching staff

The requirement of carrying out extension work at the University or the local junior college contributed to considerable professional growth for teachers and aides alike. This had been of course the intent of the provision. On the other hand, the newly acquired academic background led, in some instances, to greater professional aspirations. The loss of two teachers during the last year could be attributed to this fact and caused some imbalance in the Project's personnel resources. From a personal viewpoint, however, it was gratifying to see members of the staff grow professionally and realizing the extent of their intellectual potentials.

(5) PARTICIPANT STUDENTS

a. Stability of Project population. The selection process by which students in grades K and 1 were assigned to participate in the Project had been described in the 1981-82 Interim Report (pp. 4-5). Here, it must suffice to merely enumerate the various steps that such a process involved, i.e.

1. Home Language Survey
2. LAS (Language Assessment Scale) testing in English
3. Tentative assignment of LEP (Limited English Proficiency) children to Project (Those classified at levels 1,2 and 3)
4. Notification to parents
5. Return to teachers of notification containing parents' approval
6. Permanent assignment of 142 children to Project

73 of these children had been registered at the comparison school (Indian Creek) and 69, at the treatment school yielding an almost perfect balance between the participants of the two schools (51.4% at I.E. as opposed to 48.6% at S.H.). As the central office had ruled which school would house the comparison students and which, the treatment students, neither students nor their parents had any input into which bilingual method they would prefer. The participation in one program type or in the other was therefore left to

chance. No parental complaint, however, was ever received in the sense that the approach in which their children did not participate would have been preferable. Changes from one school to the other were rare and resulted from change of residence and not from dissatisfaction with the program type. The customary turnover of students due to illness, change of residence or a variety of personal problems had been mentioned (see above). The principals had advised the Project staff that the attrition rate at these schools was high and this might invalidate the findings. Even though there was a turnover from one year to the next (see above) both principals were surprised at the relative stability of the Project enrollment. The loyalty of participant students and their parents can only be explained in terms of those component elements that dealt specifically with the affective variables that must be stressed in any meaningful bilingual education program. For the bilingual child, and in particular for the child of an ethnic minority, it is particularly important that the psychological climate in the classroom -- and hopefully in the entire school -- is such that he/she can relate to everything that goes on during the school day and that includes of course language use, cultural identification, role relationships, reward systems and so forth. The importance of all these notions were stressed constantly in the program and were perfected as teachers and aides became more experienced.

b. Psychological climate in the classroom. A set of social-cultural variables were found to be conducive to dual language learning. The time element is one of them and points to the importance that a balanced distribution of the two languages holds for the overall atmosphere in class. The use of the vernacular language is another. It shows how positively a child reacts when he/she hears in school the same language that he/she has grown up with at home and in the neighborhood. The juxtaposition of the vernacular and the mainstream variety is inevitable and leads to some kind of value

judgment. The more a teacher or aide can show -- not in words but in action -- that school subjects can be learned equally well through either language, the more he/she will strengthen the child's self identity. His/her teaching strategies will reflect this as will the role that she assigns to the children in the classroom. Inside the school, it is the physical environment like room size, lighting, colors, music, decorations that create a positive attitude and outside, it is the community support and its input to the program that tells the child that the school is a place where one feels good and learns a great deal. These eight variables (see Table VI below) as they were stressed by the Project personnel at all times contributed to the positive feeling that the Project children displayed and that prevented the usually higher attrition rate that would have affected the final outcome.

| CHILD PERFORMANCE | AFFECTIVE FACTORS | ENVIRONMENT | COMMUNITY |
|---|---|---|---|
| Emphasis on Child Performance | Self-Image | Decorations | Norms |
| Opportunity to Respond | Rapport | | Parental Approval |
| Bilingual Balance (length) | Relaxed Atmosphere | | Culture Sharing |
| Control of Language Distribution | | | |
| Modeling | | | |

Table VI The Psychological Climate for Minority Language Retrieval (TESOL '84 Demonstration, DOES ESL ACTUALLY MEAN EOL(English as an Only Language)? Houston, Texas, March 10, 1984

c. Language development with emphasis on grammaticality and verbal performance. The Project children moved up from the grades K and 1 (1981-82) to

the grades 2 and 3 (1983-84) following the language distributional patterns that had been proposed initially. The ultimate success of the children in the Project gave assurance of the validity of earlier research findings (J. Cummings, above) to the effect that a bilingual child whose first language is not suppressed but developed further achieves academically even when the second language has become the medium of instruction. Cognitive skills acquired when the first language is learned are transferable and can therefore be applied toward the school task that must be performed in the second language. On the other hand, the Project staff could not help wondering over the years whether the two languages were actually learned well and whether the proficiency level in either was such as to assure that after the Project's completion, the students would indeed be competitive with other children in an only-English classroom and, at the same time, literate enough in their first language to function well in bilingual settings. This concern of the entire staff led eventually to a research project that would explore the degree of grammaticality in the use of English and Spanish by children who were taught concurrently in the two languages. In this study five class segments taught in the New Concurrent Approach were analyzed and evaluated in terms of their grammaticality. In a paper presented at the 1983 AERA Convention in Montreal, Canada and at a meeting at the University of Texas at El Paso, the following conclusion was reached:

> The preceding analysis and discussion of five class segments taught in the New Concurrent Approach Method by especially trained bilingual teachers shows that the reservations held by many bilingual educators in regard to language switching in the classroom do not hold for this type of language alternation method. This approach does NOT promote language mixing nor confusion as the children learn to keep the two languages apart from one another, distinguish them clearly and comprehend all parts of the lesson as evidenced in the transcriptions. It does NOT encourage failure to acquire English as

the child cannot anticipate when alternations occur nor whether the same topic will be taught in his/her dominant language at a later point. Rather, it enables him/her, as he/she learns the school subject, to develop further the home language and to become at the same time proficient in the language of the majority. Having become literate in both languages, the child can now achieve academically according to aptitude and do well in the broader society. This conclusion coincided with the final comments of teachers and aides at the end of the last year concerning the projected success of Project children in an only-English classroom. At least 90% of the Project children in both schools, they would argue, would do well in any program where English was the only medium of instruction.

d. Attitude to language and culture. The degree of excellence with which a language is developed, whether $L_1$ or $L_2$, was found to be intimately related to the attitude to language as an exponent of the culture of its speakers. A series of audio taped interviews of Project children were helpful to better understand what attitudinal factors blocked or favored second language acquisition or first language development or retrieval. Two separate studies based on such interviews revealed the possibility of categorizing the Project children on the basis of their degrees of bilinguality and discovering at the same time their attitude toward the languages in question. A bilingual continuum stretching from hostility and covertness to superior bilingual performance emerged as a convenient device in categorizing the children and identifying quantifiable variables leading to the categorization. It appeared that if teachers know what is leading to a given language attitudinal behavior, they are in better position to remediate and to promote a positive feeling toward either language. This, in turn, was shown to increase the language proficiency of the children.

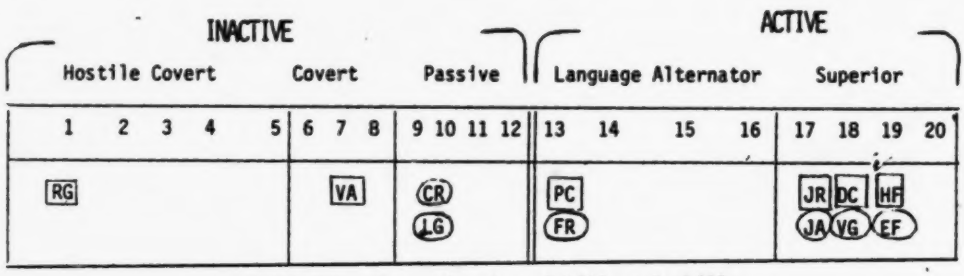


TABLE VII Categorization of bilingual skills

□ Sky Harbour
○ Indian Creek

f. Self-identity. By helping the Project children solve the emotional problems associated with living in two cultures and functioning through two languages, the Project staff contributed to no small degree to the enhancement of the children's self-identity. The latter began to feel good about themselves and showed the newly gained self-assurance, not only in their contact with the Project staff but also in their dealings with school officials, librarians and other teachers. Comments of individuals who had known the children prior to their participation in the Project expressed astonishment and satisfaction at the change that these students had experienced. The insecure child had become secure, the withdrawn child had become sociable; in sum, the child had acquired an identity that he/she had not had before.

(6) RESEARCH, SCHOLARLY PRESENTATIONS AND PUBLICATIONS

The Title VII Project was conceived in part as a demonstration project and in part as a research project. As the former, the Project administration was required to show that both program types were viable implementations of teaching models where two languages were used as media of instruction. As the latter, it was designed to answer a series of questions that related directly to the stated objectives of the Project as a whole. As these questions were addressed, new questions emerged that also required attention. A great effort was made at all times to carry out the number of additional tasks that had suggested themselves as crucial for the successful implementation of the Project.

The research portion of the Demonstration Project may be viewed along three dimensions, i.e.

1. THE UTSA - SWISD PROJECT, surveys and/or progress reports;
2. SPECIFIC ASPECTS OF PROJECT;
3. ADDED RESEARCH CONCERNS.

The first dimension would include descriptions in toto of the entire Project as they were presented at conferences in order to alert the professional audience to the kind of program that was being implemented with Federal funds at the University of Texas at San Antonio. As an immediate result of these presentations, articles were being requested in order to acquaint the readers of professional journals, and special anthologies with the objectives and initial findings of the Project. Furthermore, lectures at different universities were scheduled in different parts of the country to reach a still greater audience. Three lecture tours of this kind were conducted, one to the West Coast and Midwest, another to the Mideast and East Coast and a third one to the Northeast and Canada, usually in connection with a conference at which a paper had been accepted for presentation.

The second dimension allowed the researchers to focus on specific aspects of the Project directly related to its main objectives. Bilingual Methodology was obviously the central topic of a project that addressed itself to demonstrating the effectiveness of two bilingual education methods. The emphasis on language and the expectation of children's acquisition of English within the framework of bilingual education suggested a second specific aspect dealing with the role of English as a Second Language (ESL) in bilingual education. The implementation of dual language instruction in an innovative fashion required, not only special training sessions for teachers and aides but constructive supervision; hence supervisory techniques emerged as a third

specific aspect of the cited Project.

As research topics of different magnitudes were being developed, three major questions presented themselves:

1. How could one assess the degree of bilingualism of the LEP children in the Project?
2. What was actually the sociolinguistic component of a program that said of itself to be sociolinguistically oriented?
3. What role does the affective variable play in the development and/or learning of the languages that are chosen as media of instruction?

Although there had been no prior commitment to addressing these questions and even less so to conducting research in additional areas like these, the Project staff felt that as long as these questions had emerged, time should be found to investigating their nature. Accordingly, the three added-on concerns that had been found crucial were reflected in studies on degrees of bilinguality, on the Sociolinguistics of Bilingual Education and on Attitudes to Language. The following listing of research topics (Tables VIII a-c, below) under the headings discussed above will give a better understanding of the issues that, within the framework of a demonstration project, have been addressed:

Thirty-eight (38) different titles have here been listed. Three of these were repeated as some sections fell into one category and the remainder into another. Of the grand total of 41 topics, 37 were studied by the Project Director alone, two of them in collaboration with the Program Coordinator Ms. Parks, and two studies represented the research effort of Dr. Milk of the University of Texas at San Antonio and of Dr. Melissa Walschak who wrote her doctoral dissertation on the Project. It was most gratifying to see that two professionals who were not part of the Demonstration Project found the same important enough to conduct a major research project on the latter.

| CONFERENCE PRESENTATIONS | ARTICLES (Solicited) | LECTURES (Universities/Centers) |
|---|---|---|
| (1) The Implementation of a Bilingual Instruction Model: THE NEW CONCURRENT APPROACH | (1) The Role of the Vernacular in Transitional Bilingual Education | (1) Title VII Demonstration Project in Bilingual Instructional Methodology (1981-82) Progress Report) |
| (2) Promoting Concept and Language Development in the Classroom | (2) A Demonstration Project in Bilingual Methodology | (2) Title VII Demonstration Project in Bilingual Instructional Methodology (1982-83 Progress Report I) |
| (3) A Research Project in Bilingual Methodology in its Second Year of Implementation | | (3) Title VII Demonstration Project in Bilingual Instructional Methodology (1982-83 Progress Report II) |
| (4) From Research to Implementation: The UTSA-SWISD Title VII Project in Bilingual Methodology | | (4) The Title VII Demonstration Project in Bilingual Instructional Methodology: UTSA and SWISD |
| (5) A Demonstration Project in Bilingual Methodology | | (5) Bilingual Education in the United States |
| (6) Paula G. Parks, From Research to Implementation: A Title VII Demonstration Project in Bilingual Instructional Methodology. | | |

TABLE VIII-A SURVEYS AND/OR PROGRESS REPORTS

| BILINGUAL METHODOLOGY | ESL IN BILINGUAL EDUCATION | SUPERVISORY TECHNIQUES |
|---|---|---|
| (1) Can Two Languages be Acquired Concurrently: Recent Development in bilingual methodology | (1) Achieving Increased English Language Proficiency through Concurrent English-Spanish Language Development: A Title VII Demonstration Project in Bilingual Instructional Methodology | (1) In-service, Observation on Evaluation How to assist teachers in the implementation of innovative bilingual methods |
| (2) Intersentential Codeswitching, An educationally justifiable strategy (Sections 1,2) | (2) Does it make a Difference? -- A majority language acquired by vernacular and foreign language speakers | (2) (With Paula G. Parks) Supervising and Evaluating Dual Language Instruction |
| (3) How to Justify the Switching of Codes on Educational Grounds: The NEW CONCURRENT APPROACH in a creative bilingual classroom | (3) Does ESL actually mean EOL (English as an Only Language)? -- $L_2$ acquisition through $L_1$ development in the primary grades | |
| (4) Teaching Bilingually - the NEW CONCURRENT APPROACH | (4) The Role of the Home Language in ESL Instruction | |
| (5) New Insights into Bilingual Instructional Methodology: Second language acquisition, home language retention and attitudinal growth | | |
| (6) Innovative Trends in Bilingual Methodology: The NEW CONCURRENT APPROACH | | |
| (7) Bilingual Education in the United States (Sections 2,3) | | |
| (8) Methods of Dual Language Instruction | | |
| (9) Teaching School Subjects Bilingually: A matter of content or a matter of language | | |
| (10) The Pedagogy of Dual Language Instruction | | |

TABLE VIII-B SPECIFIC PROJECT AREAS

| DEGREES OF BILINGUALITY | THE SOCIOLINGUISTICS OF BILINGUAL EDUCATION | ATTITUDES TO LANGUAGE |
|---|---|---|
| (1) Uncovering the Covert Bilingual: How to retrieve the hidden home language | (1) Degrees of Sociolinguistics Relevance of Two Bilingual Education Programs | (1) Maintaining the Spanish Home Language |
| (2) Qualitative Assessment of Children's Language Choice: The replication of a language choice experiment | (2) Intra-and Intersentential Codeswitching in Southwestern United States (All except sections 1,2) | (2) The Other Side of the Coin: How to achieve English language proficiency without Spanish language loss |
| (3) How bilingual are our Bilingual Children: Some preliminary findings of the Title VII Demonstration Project in Bilingual Methodology | (3) (With Paula G. Parks) Bilingual Communicative Competence and its Adaptation to Dual Language Instruction | (3) Melissa Walschak, Attitudes of Students, Parents and Teachers toward English and Spanish in a NEW CONCURRENT APPROACH Bilingual Education Program in San Antonio, Texas (All dissertation except for chapter 3) |
| | (4) Robert Milk, A Comparison of the Functional Distribution of Language in Bilingual Classrooms following Language Separation vs. Concurrent Instructional Approaches | |
| | (5) Melissa Walschak, Attitudes of Students, Parents and Teachers toward English and Spanish in a NEW CONCURRENT APPROACH Bilingual Education Program in San Antonio, Texas (Chapter 3 of Dissertation) | |

TABLE VIII-C ADDED RESEARCH CONCERNS

The findings of the research tasks mentioned above found their ways into a series of outlets through which professional audiences could keep abreast with the development of events in the San Antonio project. The channels used most successfully were five:

1. Papers at conferences, conventions and congresses;
2. Lectures given at universities and centers in the United States and Europe;
3. Workshops conducted at conferences and school district meetings
4. Site visitations by education specialists
5. Courses taught at the University of Texas at San Antonio.

The following table summarizes the activities conducted from fall 1981 when the Project was initiated to fall 1984, one semester after its completion. Some important facts concerning the various activities are mentioned below. Sixteen different professional meetings are listed under the heading of Conferences/Conventions/Congresses to show where scholarly papers were delivered to discuss the Title VII Demonstration Project. Since presentations were at times made subsequent years, these actually amounted to 22 encounters with professional audiences in order to report on the Project and to receive their feedbacks. The cited lecture tours provided additional opportunities to elicit responses to the work done in San Antonio. 18 different universities in the United States and Europe were visited in an effort to promote professional exchanges of ideas. Among the workshops conducted on the Project, the Pre-Conference workshop of the National Association for Bilingual Education in Washington D.C. (1983) turned out to be most valuable because of the meaningful input received from the workshop participants. The school visitation of the NABE Convention participants allowed the Project staff to provide them with realistic insights into methodological innovations.

CHANNELS OF DIFFUSION

| CONFERENCES/CONVENTIONS/CONGRESSES | LECTURES | WORKSHOPS | SITE VISITATIONS | COLLEGE COURSE |
|---|---|---|---|---|
| (1) AERA '83 - Montreal, Canada | (1) California Lutheran College, Thousand Oaks, '82 | NABE Pre-Conference, Washington, D.C., '83 | School visitation event NABE '84 - San Antonio | BBL 6973: Special Problems: Innovative Methods in Bilingual Instruction (3 graduate credits/semester, UTSA) |
| (2) AILA '84 - Bruxelles, Belgium | (2) Center for Bilingual Schooling, Leeuwarden, Friesland, Netherlands, '84 | Texas A&I Spring Bilingual Conference, Kingsville, '84 | Several bilingual professionals | |
| (3) BESO-UTSA '83 - San Antonio, Texas | (3) Central Michigan University, Mt. Pleasant '82 | Several local school districts | Several graduate students UTSA | |
| (4) ETHNOPERSPECTIVES '82 - Ypsilanti, Michigan | (4) City University of New York, Centro de Estudios Puerto Riqueños, New York City, '82 | | | |
| (5) LANGUAGE ASSESSMENT INSTITUTE '83, '84 Chicago, Illinois | (5) Eastern Michigan University, Ypsilanti, '82 | | | |
| (6) LASSO '82 - Alberquerque, New Mexico and '84 - El Paso, Texas | (6) New York University, New York City, '83 | | | |
| (7) NABE '82 - Detroit, Michigan, '83 Washington, D.C. and '84 - San Antonio, Texas | (7) Ohio University, Athens, '82 | | | |
| (8) NACS '82 - San Antonio, Texas and '83 - Houston, Texas | (8) State University of New York, New Paltz, '82 | | | |
| (9) RESEARCH NEEDS, CHICANO SPANISH '83 El Paso, Texas | (9) The University of Maryland, College Park, '82 | | | |
| (10) SAAABE '83 - San Antonio, Texas | (10) The University of Pennsylvania, Philadelphia, '82 | | | |
| (11) SOUTHWEST CONFERENCE ON LANGUAGE TEACHING '84 - Colorado Springs, Colorado | (11) The University of Texas, San Antonio, '81 | | | |
| (12) TABE '81 - Austin, Texas | (12) University of Bonn, Bonn, West Germany, '84 | | | |
| (13) TESOL '84 - Houston, Texas | (13) University of California, Santa Barbara '82 | | | |
| (14) TEXAS A&I BILINGUAL '82, '83- Kingsville, Texas | (14) University of Colorado, Boulder, '82 | | | |
| (15) TEXTESOL V '84 - Dallas, Texas | (15) University of Illinois, Champaign Urbana, Casa Latina, '83 | | | |
| (16) VERNACULAR IN INTERNATIONAL BILINGUAL EDUCATION '82 - Racine, Wisconsin | (16) University of Iowa, Iowa-City, '82 | | | |
| | (17) University of Mannheim, Mannheim, West Germany '84 | | | |
| | (18) Wayne State University, Detroit, Michigan, '82 | | | |

TABLE IX Scholarly presentation 1981 - 84



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A graduate college course has been offered repeatedly during the summers to acquaint the practicing bilingual teachers with new options of teaching bilingually. In sum, each one of the five channels was designed to create awareness for the demonstration and research objectives of the program. On the other hand, the audiences that can be reached through conference papers, lectures and similar activities is obviously limited. Therefore, efforts have been made to submit manuscripts concerning some of the cited studies for publication. Editors of conference proceedings and special anthologies were most receptive to the submitted materials. The following list of references, most already published and others still in press, reflect the Project staff's desire to bring to the attention of the bilingual scholar as well as of the educational practitioner, the various issues that the Title VII Demonstration Project has addressed with the intent of proposing some solutions for problems in bilingual education practices.

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_____ 1983a "Promoting Concept and Language Development in the Classroom" in Stanley S. Seidner, ed. Issues of Language Assessment (II Language Assessment Institute Proceedings), Rosslyn, VA: National Clearinghouse for Bilingual Education.

_____ 1983b "Intersentential Codeswitching: An educationally justifiable strategy, ERIC ED 231 221 and forthcoming in D. Bixler-Marquez, ed. The Role of Non-standard Dialect in English-Spanish Bilingual Education.

_____ 1983c "Can Two Languages be Acquired Concurrently? - Recent developments in bilingual methodology," in Howard B. Altman, ed. Dimension: Language 1982.

_____ (in press) "Qualitative Assessment of Children's Language Choice: the replication of a language choice experiment," in Stanley S. Seidner, Issues of Language Assessment (III Language Assessment Institute Proceedings).

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Milk, Robert (in press) "A Comparison of the Functional Distribution of Language in Bilingual Classrooms following Language Separation vs. Concurrent Instructional Approaches," in Eugene E. Garcia and Barbara Flores, eds., Language and Literacy Research in Bilingual Education (Advances II) Tempe, AZ: Arizona State University Press.

Walschak, Melissa 1984 Attitudes of Students, Parents and Teachers toward English and Spanish in a NEW CONCURRENT APPROACH Bilingual Education Program in San Antonio, Texas Doctoral Dissertation, The University of Texas, Austin.

(7) EQUIPMENT AND MATERIALS

The purchase of equipment with Federal funds served two major purposes, (a) for documentary or teacher training purposes and (b) for classroom use in order to compensate for the budgetary restrictions under which the District operated. The following videotaping equipment was purchased in order to monitor the progress in the implementation of the instructional design (a):

Tripod/head
Tripod dolly
Power adaptor
Battery packs (
Video cassette corder
Remote control unit
Shoulder strap
Color video camera
TV Monitor 19"
Carrying case
Bulbs for floodlight lamps
Equipment Cart, Wheelit Model

This equipment, used weekly from the time of its purchase until the completion of the Project (January 1982-May 1984), was kept at the facilities of the District Media Center to allow for appropriate technical maintenance. The director of the Center and his associate were most cooperative, not only in keeping the equipment in perfect technical condition, but in assisting the Project staff with their own equipment to produce several demonstration tapes that were shown at conferences and during university lectures. In addition to the needs of documenting the design, this equipment proved to be invaluable during off-campus (UTSA) and in-service (SWISD) sessions as the videotapes recorded in class had captured the performance of teachers and aides and its replay facilitated the discussion of successful and unsuccessful teaching strategies. The equipment purchased for classroom use, if taken somewhat broadly, included not only electrical equipment, but also classroom furniture necessary to set up activity centers to individualize instruction, i.e.

| | |
|---|---|
| Cassette recorders | (4) |
| Earphones | (4) |
| Record players | (4) |
| Chart stands | (4) |
| Pushcarts | (2) |
| Film strip projectors | (2) |
| 48"X72" half round tables | (8) |
| Chairs, 17 1/2" height, red | (24) |
| Chairs, 17 1/2" height, blue | (24) |

The teacher and aide in whose classroom some of these items were placed made themselves responsible for their use and safekeeping. No loss or destruction of any of these items was reported during the duration of the Project.

Supplementary materials purchased with Title VII funds were distributed evenly among participating teachers and aides. Inventories were compiled and checked regularly to prevent losses. These materials were carefully classified according to the following categories:

Audio/Visuals
Books/Textbooks
Bulletin Board Aids
Equipment (additional to above)
Games/Manipulatives
Masters
Musical instruments
Teacher materials

More Spanish language materials were purchased than were English language materials as the District did provide most of the latter from what had been purchased prior to the Project's initiation. During the three years of implementation, materials pertinent to a bilingual education program were purchased by the District only once. The corresponding order submitted by teachers and aides in early fall 1981 was received in late spring 1982. Subsequent orders were submitted each following year but no items were ever received. Fortunately, the materials received through Title VII funds were abundant and satisfied the needs of the program.

Prior to the conclusion of the Project, the total inventory of equipment and materials was either kept at the University or given to the School District. Most of the equipment would come to the university campus, whereas the classroom furniture, some minor equipment items and all the materials would remain on the school campus. According to university criteria, UTSA as the fiscal agent of the Title VII Demonstration Project was considered the legitimate owner of all purchases made with Federal funds but, on the recommendation of the Project Director, those items that were of no use to an adult institution were allowed to remain at the school sites. A statement to this effect was drawn up on May 31 (Exhibit 6).

(8) PARENT INVOLVEMENT

The Parent Involvement component did not represent the major thrust in a project whose highest priorities were methodology and research. However, as a strongly sociolinguistically oriented program, the immediate community could hardly be ignored. Therefore, every effort was made to include the parents in the program implementation, so that their hopefully positive attitude toward the project would become an important factor for its success. Neither participating school showed a strong record of parent participation. Parents of low socio-economic classes tend to limit their presence on the school campus for a variety of reasons. Some of these are usually transportation problems, job commitments, lack of English language proficiency, domestic responsibilities (e.g. small children) at home, no encouragement from the schools that their views are taken into account, low self-esteem in terms of their capability of providing meaningful inputs and the belief that it was the school's responsibility to handle and solve educational problems. Against this background of serious concerns, it appeared to be an almost unsurpassible endeavor to attract parents to the school and involve

them directly in the educational process. Some progress was however made and a few parents showed an extraordinary interest in what was going on at school and cooperated with the Project staff in many different ways.

In fall 1981, the Project staff began to group the parents, who had attended the general assembly (Thanksgiving celebration), into two major committees, a curriculum committee and a community resource committee. The parents who participated in the curriculum committee were expected to acquaint themselves with the Project's instructional design and to learn about the children's classwork so that they might assist them, in accordance with their own background, in their studies at home. The parents who participated in the community resource committee, in turn, were expected to actively contribute to the program in several different ways, such as to visit the classroom of their child in order to speak to the class telling them about their expertise in some area (story telling, guitar music, occupational knowledge etc.), to accompany the class on field trips, to coordinate with teacher and aide a birthday event and so forth. It was this latter type of activities that turned out to be more successful since it was less threatening for parents to lend individual non-academic support in an area that he/she knew to do well.

The meeting with Curriculum Committee members as well as those with all parents were sparsely attended when the children's program was to be discussed. Although both languages were used in the correspondence with the parents and at the meetings, this did not improve attendance notably. Regardless of whether parents had or had not attended they would however receive the minutes, so that every parent could keep abreast with what had been discussed. A sample of minutes and cover letters in English and Spanish is included in the appendix (Exhibits 7ab, 8ab).

Several improvements in facilitating parent advisory committee meetings were introduced. One parent from each school was chosen to serve as parent representative. Mrs. Rosa Campero from Sky Harbour and Mr. Gilbert Cortez from Indian Creek did outstanding work in telephoning and contacting parents personally, thus creating a very positive network of information sharing. Questionnaires were sent out in English and Spanish to ensure that the dates for the meetings and the corresponding time slots were agreeable to the majority. Furthermore, parents would indicate in which language they felt more comfortable, so that the staff could plan in advance whether only English, only Spanish or both languages would be used as medium of interaction at the meeting. The questionnaires with all the pertinent information were returned and, in view of certain time conflicts, meetings were held twice the same day, immediately after school and in the early evening. No notable improvement in attendance was however observed. By spring 1983, the format of information had been changed. Instead of formal minutes in English only a letter in both languages containing a summary of the deliberations were mailed. Parents indicated that they were pleased with the new format. At the beginning of that same semester four monthly meetings were announced, so that parents could plan in advance to attend some of the meetings. The following four topics were distributed over the entire semester (Exhibit 9)

| | |
|---|---|
| January 18: | Overview of the Program |
| February 22: | The New Concurrent Approach |
| March 15: | The Language Separation Approach |
| April 19: | The Program from the Point of View of the Teachers, Aides and Parents |

It was furthermore announced that parents would see their children on videotape hoping that this would attract parents to a greater extent but only a small audience demonstrated interest in the academic portion of demonstration project.

Some other aspects of the parent involvement component were more encouraging. In May 1982, the Parent-Teacher Association of the comparison school, Indian Creek, observed the Teacher Appreciation Week and the theme of that year's observance was Mexican Culture in the context of the bilingual education project implemented there and in recognition of the high percentage of Mexican-Americans in the community. The highlight of the week was a luncheon that the PTA hosted in honor of the teachers. This event was organized without any assistance of or pressure from the Title VII Project and showed a spontaneous demonstration of the Anglo-American majority of teachers toward the Project. The invitations to the luncheon and the menu were printed in Spanish, the clothes that the hostesses wore and all the decorations were Mexican. Many teachers dressed accordingly and it was gratifying to see all teachers support the bilingual effort at Indian Creek. Three parent-child assemblies, one each year, drew large audiences. A Thanksgiving celebration on November 25, 1981 attracted more than 80 persons and set the basic structure for the yearly events consisting of brief addresses by the Project staff, a student program with dances and songs in both languages, a few words from parent representatives and the Director's concluding remarks. In the year 1982-83, it was the Mother's Day program on May 10, 1983 that brought an even larger audience to the Sky Harbour cafetorium scheduling in addition a brief address by the school's principal. The last year, the Spring Variety Show with a total of 148 persons in attendance brought together, not only parents and children, but also relatives and friends who were hereby conveying their support toward the Project. (Exhibit 10a, b)

To summarize, the parent involvement component as it was implemented by the Project staff revealed ups and downs in its various activities but

showed, nevertheless, the parents' overall support of the Project. This became particularly evident during the site visitations of the external evaluators (see below) where parents would express emphatically their satisfaction with the program, its goals and its achievements. Three aspects of the parent involvement were clearly successful, (1) the yearly parent-child assemblies, (2) the individual contributions on the school campus by members of the Community Resource Committee and (3) the unlimited support of a few parents who assisted the Project staff at all times. Of quite limited success were apparently the efforts made by the Project personnel to promote a more direct participation by parents in school affairs. Most parents refused to become cognizant of the academic goals of the Project and, by the same token, to provide inputs concerning the route that the Project should take in the future. When the diminishing support by the central office became more and more evident, parents would avoid to take a clear stand in this respect. And yet, the meetings with only a handful of parents in attendance, the bulk of correspondence and minutes and the one-to-one contacts with them had a clear overall impact in their viewing the kind of bilingual educational effort implemented at the two schools as a distinct benefit to their children's scholastic achievements.

The Project parents as parents of children enrolled in the participating schools interacted, not only with the bilingual staff, but also with the school as a whole. Some of them would attend PTA meetings, receive the PTA newsletters and come to open houses. Little, if any attempt, was made to present the Title VII Project as an activity of which the School District was proud. A brief reference made by the superintendent at one PTA meeting, a few words that the program coordinator was allowed to pronounce at

another such meeting, one brief article (in three years) in the newsletter was all that referred to the presence of a Federal project at the District. "There was a need to maintain the program at a low profile because of the highly conservative attitude of the Board" was the usual response when a greater involvement in the District was sought. The SWISD Staff Directory would not make any reference to the existence of the Project, even though the Program Coordinator had been placed in one of the schools and the aides, who were listed as school personnel, received their salaries through Federal funding. The open house meetings, on the other hand, were more beneficial to the Project as parents would meet with their children's teachers and aides in the classrooms and could speak freely about the children's progress in the bilingual program.

In view of the "guarded" support by the Central Office, the visibility of members of that office as well as of the school principals was, in regard to the Project, limited. Those directly responsible for or participating in the Project, in turn, were highly dedicated and contributed, in no small degree, to its overall accomplishments.

(9) EVALUATION

Five standardized test batteries were administered to the Project children over the three years, some only once and others, each year. The Language Assessment Scales (English version) developed by Linguametrics had served the purpose of identifying the students who were eligible to participate in the Project. To accomplish the latter, the two schools had proceeded slightly differently although the final result was similar. In the treatment school, children were assigned tentatively to Project

classrooms on the basis of the information gathered in the parent questionnaires and were then tested. Those whose scores were in the range of levels 4 or 5 were then transferred out of the Project classrooms. In the comparison school, in turn, no tentative assignments had been made and all children in grades K and 1 were tested to identify the potential candidates for the program. Those whose scores were in the range of levels 1, 2 or 3 were then grouped together to form the two Project classrooms. The procedure of selection at Indian Creek Elementary seemed to be the more solid one, even though final adjustments were made at Sky Harbour to include some of the children sent to regular classrooms. The Cartoon Conservation Scales, also developed by Linguametrics and the Language Proficiency Batteries (English and Spanish versions) developed by Woodcock-Johnson were administered early enough in the Project to consider these scores as the pre-testing data on which the proposed program assessment could be based. The CCS Battery was administered only once in the Project in order to determine the cognitive level of the children during their first year. The Woodcock batteries were administered once each year, so that the children's progress in English and Spanish language could be evaluated on a longitudinal basis. In any event, the one-time administration of CCS and the first administration of the English Language and Spanish Language Proficiency batteries helped the Project staff determine the incoming cognitive and language abilities of the participant children.

It was District policy to administer the Stanford Achievement Test to all children in the schools. However, in the last year a new standardized test was chosen by the District to fulfill the testing requirement. In order to allow however for data consistency, the children in the Project were allowed to use the SAT instrument administered the prior years.

Accordingly, the SAT scores of three years provided the data that measured the academic progress of the children on a longitudinal basis and were all submitted to the internal evaluator for analysis purposes. Also submitted to him were the data obtained from the administration of the two versions, English and Spanish, of the Woodcock-Johnson Battery. Obviously, it was the third year administration of these batteries that served as post-testing data, since they were administered during the latter part of the 1984 spring semester.

The following table (Table X ) summarizes the preceding discussion indicating which tests served in what particular capacity to determine eligibility, prior skills and/or abilities, longitudinal assessment of achievement and language proficiency and acquired end skills or abilities. For the interpretation of the raw data gathered through these test, see below (p. 49-53).

| | 1981-82 | | 1982-83 | 1983-84 |
|---|---|---|---|---|
| Eligibility Testing | Pre-Testing | First Yr. Achievement Testing | Language & Achievement Testing Intermediate | Language & Achievement Testing (Last Yr.=Post-Testing) |
| LAS | CCS<br>W-J English<br>W-J Spanish | SAT | W-J English<br>W-J Spanish<br>SAT | W-J English<br>W-J Spanish<br>SAT/(CAT ) |
| | Title VII Project | | | |

TABLE X: Administration of Standard Tests

It may be appropriate at this point to make reference to another measuring instrument that was specifically developed to assess some aspect of the demonstration project, even though it did not become a part of

the formal evaluation procedure. Melissa Walschak, a doctoral student of The University of Texas at Austin, had developed for the purpose of her dissertation entitled Attitudes of Students, Parents and Teachers toward English and Spanish in a New Concurrent Approach Bilingual Education Program in San Antonio, Texas the Walschak Language Attitude Inventory for Young Children. This instrument was created specifically for the children in the Title VII Demonstration Project but would of course be equally applicable to other young children in similar programs. The "Student Instrument" appears in Appendix B of Dr. Walschak's dissertation (pp. 251-56) and is particularly valuable as the author addresses an aspect of the demonstration project that was not researched otherwise. The instrument consists of 16 statements to which the children would respond by selecting one of three faces, a happy face, a neutral face and a sad face,meaning agreement, uncertainty or disagreement. Two versions of the same instrument were available, one in English and the other in Spanish. The choice between the two depended on a given child's language dominance. Some typical statements were, as follows:

(a) I like it when my teacher speaks Spanish.
A mí me gusta cuando mi maestra habla español.(2)

(b) With my friends I like to speak English.
Me gusta hablar inglés con mis amigos. (4)

(c) I would rather speak Spanish with my parents.
Prefiero hablar español con mis padres. (5)

(d) I like to speak English more than Spanish.
Me gusta hablar inglés más que español. (9)

(e) I need to know more English than Spanish.
Necesito saber más inglés que español. (14)

(Walschak, pp. 255-56)

In addition to the Student Instrument, Walschak developed the following questionnaires: (a) Parent's Demographic Information (Appendix C, pp. 257-66), (b) Educator's Demographic Information (Appendix D, pp. 267-75),

and (c) Language Attitude Survey (Appendix E, pp. 276-92). The responses to the questions in the questionnaires provided data dealing, not only with the attitudinal perspective relative to parents, teachers and other audiences, but also with demographic and ethnographic facts that could not be incorporated in the demonstration project. Dr. Walschak's contribution is therefore a most valuable one and her dissertation should be considered an extension of the research component of the Federal project.

The internal evaluator Dr. Kenneth W. Wunderlich had been involved in the demonstration project since its conception. As a matter of fact, he was responsible for writing, in the initial proposal, the portion that described the evaluation design for the Project. The mentioned Evaluation Plan (Proposal, 1981, pp. 40-42) included the following objectives.

(a) Monitoring of teacher training and classroom procedures to determine the degree to which teacher training occurs;

(b) Ensuring that control groups for each treatment group are established so that language proficiency and subject matter proficiency can be assessed for all participating students;

(c) Conducting or assisting in its implementation of appropriate standardized measures to obtain necessary raw data on which to base the analysis;

(d) Utilizing analysis of covariance as a means of adjusting scores for initial differences in an effort to follow up more realistically the language and subject matter development of participating students over a period of three years.

On the basis of these objectives, the evaluation component of the Project was repeated yearly following an agreed-on time frame, i.e.,

| | |
|---|---|
| [January<br>[February | Administration of English and Spanish proficiency instruments and of cognitive behavior test, the latter only in 1982; |
| March | Raw scores to be received and interpreted; |
| April | Teachers and aides to be observed and that performance to be evaluated in light of instructional design; |

May — Administration of achievement test - raw scores to be received and interpreted;

June / July — Completion of covariance analysis and submission of complete evaluation report.

Note: Occasional attendances at staff meetings by evaluator to provide additional opportunities of assessing effectiveness of teaching personnel and counseling them, when necessary.

Dr. Wunderlich submitted, over the three years, three reports. The progress reports of the first two years accompanied the corresponding interim reports of 1981-82 and 1982-83. His final evaluation report is incorporated in the present document (Exhibit 11). He addressed in these reports several crucial issues, arrived at a set of tentative and final conclusions and made a number of recommendations for the future. His observations can be categorized on the basis of seven variables, i.e. site visitations, local campus support, staff training, day-to-day proceedings, LEA interface with the student performance and statistical analysis. It shall be the purpose of this section to summarize longitudinally the evaluator's findings as they relate to each of the cited variables:

(a) Site Visitations: The objective of site visitations had been to verify the extent to which the program implementation agreed with the description of the instructional design in the proposal. Already in 1981-82 the evaluator found great consistency with the description, even though he admitted that some variation existed in light of each teacher's personality and the circumstances of the observed performance. The presence of bilingual aides, he argued, enhanced the effectiveness of learning experience even further. During the two following years, Dr. Wunderlich found that the implementation of the design continued as expected and that the aides were indeed an asset in attending to the needs of the children in the program.

(b) Local Campus Support: The administrative support offered by the School District was described as unstable as it went from "apparent" support during the first year to an "effective" support during the second year but reversed the trend during the last year when the Project staff was "confronted with major obstacles from administrative attempts to impede proposal implementation." (Wunderlich, 1983-84 Report, p.2). On the other

hand, the instructional staff continued to be "receptive" of the Project and the parents, "overwhelmingly supportive" of it.

(c) Staff Training: This variable was addressed particularly in the second and third year reports. It was found to be "effective" in one report and "very satisfactory" in the other. The highly difficult staffing situation during the last year (3 of 4 teachers leaving the Project) had been overcome by intensive in-service training as the program was in operation, thus showing the effectiveness of the staff training component of the Project.

(d) Day-to-day Proceedings: The evaluator addressed this aspect only briefly in the 1982-83 and 1983-84 report and found them to be carried out "effectively" in the former and "very satisfactorily" in the latter.

(e) LEA Interface with IHE: The Project was found to be "meritorious" because of the nature of the model of implementation in which University faculty interface with public school teachers and students sharing in administrative tasks where such a relationship had not previously existed and with a concept, bilingual education, timely and important to the particular district. (Wunderlich, 1982-83 Report, p.2)

(f) Student Performance: The academic achievement of the students is covered more adequately in the segment on Statistical Analysis but a few comments in the 1982-83 report seem to be worth mentioning, i.e., that there was significant relationship between the achievement pattern of the first and that of the second year, that there was no significant difference in the performance level of the two groups except in the subject matter of mathematics, and that the time in the Project and the stability which had resulted were positive factors within the overall assessment procedure.

(g) Statistical Analysis: In 1981-82 the proposed covariance analysis was abandoned because of the absence of significant relationships between correlation coefficients. Instead a t-test for independent means was undertaken on the overall means for the subscales from the two different campuses. The following year some significance of differences in Mathematics and Reading (Grade 1) emerged. This warranted the co-variance analysis this time. The subscales (Grade 2) for listening comprehension, vocabulary, reading and mathematics favored the language separation approach (Indian Creek), whereas no difference was evident in spelling, oral language-English, reading-English, writing-English, oral language-Spanish, reading-Spanish, writing-Spanish. On the other hand, if initial differences were taken into account, the New Concurrent Approach was favored in mathematics as the relative growth of student performance in that subject area surpassed that of LSA students. In trying to account for the differences in student performance at participating schools, the evaluator pointed to the difference in teachers' style and, somewhat less, to the difference between the two campuses.

> In 1983-84 there was still some difference between the two approaches in the area of oral language, English as well as Spanish, and the language separation approach was again favored. However, if total language performance is considered, the results of both groups were reasonably balanced. On the other hand, the difference in performance in Math was reduced, due to an improvement in the Math performance of NCA students but a total equivalence of the two groups over the three years was never attained neither in oral language nor mathematics. Some reservations concerning the above findings were however expressed because of decreased enrollment as 50% of the students who started in kindergarten were no longer in the Project and the subgroup analysis was hereby somewhat restricted.

Since each report ends with a set of conclusions, it may be worthwhile to examine them according to the school year during which they were formulated. At the end of the first year (1981-82), Dr. Wunderlich concluded that

(a) the implementation had been somewhat impeded because of late grant notification, coordinator hiring problems and arrival of measuring instruments;

(b) despite of it, progress in the implementation was achieved;

(c) the director and the coordinator were well established;

(d) the school administration was apparently supportive;

(e) no decisive difference between approaches was observed;

(f) overall, the project was found meritorious;

(g) the baseline data had been obtained and

(h) staff development was effective.

At the end of the second year (1982-83), the internal evaluator argued that

(a) patterns are now emerging;

(b) the second year was very successful;

(c) the third year should be truly outstanding;

(d) no additional measurement techniques were needed; and

(e) project leadership and staff was highly favorable.

The final evaluation report (1983-84) concluded that

(a) there was no apparent difference between the approaches;

(b) the support given to LSA did not make the approach atypical as a control;

(c) the measuring instrument were valid and stabile;

(d) the importance of the staff had been demonstrated;

(e) the resistance from the School District Administration was felt;

(f) the three-year design had been found meritorious;

(g) the teacher turnover and the student attrition had made training and analysis more cumbersome;

(h) the differences between approaches were the result of chance or explainable in terms of the non-equivalence of the two populations;

(i) teacher differences had emerged clearly as a variable which would have been confounded, in a one-year project, with the approach.

Dr. Wunderlich concluded his final report with the following recommendations

(a) a replication of the design should be undertaken utilizing more classrooms at each age level;

(b) greater effort should be made to insure that the public school district commitment to the purpose of the study is upheld by selecting a setting amenable to such investigation and its support;

(c) any future attempt at replication should incorporate affective measures of teachers, students and parents as a means of assessing effect of the project.

External evaluation of the Project was conceived as a process that would bring to the site yearly two bilingual scholars experienced in program evaluation who might assess the on going program and, at same time, provide the staff with insights from different vantage points. For reasons of continuity, one of the evaluator slots was filled by the same individual every year. For reasons of flexibility and variability, the second slot was filled by a different professional each year. Dr. Raymond V. Padilla of Arizona State University, Tempe, AZ was called to serve as external evaluator the three times that site visitations were scheduled. The second evaluator slot

was filled in 1981-82 by Dr. Juan Huerta, Child Advocacy, Inc., Kingsville, Texas, in 1982-83 by Dr. Gustavo Gonzalez of Texas A&I University, Kingsville, TX, and in 1983-84 by Dr. Alfredo Benavides of the University of Iowa, Iowa City. The site visits of these individuals were coordinated in such a way that they would be able to

(a) Observe classes in both schools

(b) Meet with teachers and aides to discuss the program

(c) Meet with the two school principals

(d) Have lunch in the school cafeteria for a more casual conversation with teachers, aides and students

(e) Meet with a select parent group

(f) Meet at the University with administrators of the college where Bicultural-Bilingual Studies is housed;

(g) Meet with the internal evaluator

At all events the director and the program coordinator would be present to stimulate the discussion or serve otherwise as intermediaries between visitors and campus officials. The first year a colloquium was scheduled to allow evaluators to address university faculty and report on their research; the second year, a more informal Faculty Round Table was scheduled. The last year, this additional activity was omitted, since it represented too much of a hardship after a full day of observations and discussions. A typical agenda of a site visitation has been included in the Appendix (Exhibit 12)

Each evaluator submitted to the Project staff a summary of his observations and impressions. These reports were invaluable and guided the program staff in implementing changes and improvements as the Project was carried through. The discussion of these reports follows below.

(1) RAYMOND V. PADILLA

Dr. Padilla's three reports provide a valuable historical perspective to the evaluation of the Project. The 1981-82 report is basically a description of the proposed goals and an impressionistic assessment of the extent to which these goals are likely to be achieved. His emphasis on the research and the demonstration components serves to capture the complexity of the Project as well as the contribution that it will make, if successful, to the empirical knowledge of bilingual teaching techniques. The success of the Project, on the other hand, is felt to be closely tied to the quality of inservice training and the assessment of teaching aptitude skills that the Project coordination may be able to provide. Some potential problems, such as the inflow-outflow of Project children and the quality of the Spanish language component, are recognized but the impact that a weak support from the school district might have is not yet anticipated. Dr. Padilla's conclusion is positive as he recognizes the Project as a "bold and distinctive effort" that would have an impact in initiating bilingual education where none was offered before and in providing "greater insight into the alternative use of language strategies." More than an impressionistic view was impossible at the time of the first site visitation as the Project had only been operative for a few months.

The 1982-83 site visitation allowed Dr. Padilla to be more specific on the accomplishments, in particular in the areas of the demonstration component, the school campus and the student population. He has great praise for the teaching staff whom he considers to be "knowledgeable," and "enthusiastic." The aides, he finds, have the potentials of becoming the core element and the coordinator is succeeding to lend the needed cohesion to the experiment.

The school campus is not yet felt to be lacking in support as Mr. Padilla feels that bilingual education is being accepted as the proper treatment for LEP children and that both models are having a positive impact on the District. Finally, the student attrition problem anticipated in the 1981-82 report, is recognized as negligible. As a matter of fact Project enrollment figures show that children return to their grades in a larger number than they do to comparable grades in the two schools. As a result, the evaluator's conclusions in his second report are even more positive. He argues that the Project is under control and runs smoothly, that coordinators provide better in-service, that the replacement staff is well integrated and that attrition is no problem. For the same reason his recommendations are not suggestions of what could be corrected but, rather, of what could be done above and beyond the proposed goals.

The 1983-84 report differs from the previous ones in that, although it focuses on some of the aspects that specifically refer to the year in question, most of it tries to assess the overall accomplishments and/or failures of the three-year period. In other words, instead of a formative assessment Dr. Padilla submits a summative one. He focuses here on the three objectives (1) to attract bilingual teachers to the District, (2) to develop superior teaching techniques and (3) to strengthen parent involvement. The discussion of Objective I allows him to assess the role of the District more realistically as the limited support for the Project is now fully observable. Attracting bilingual teachers to the District is no longer being felt as a sincerely embraced goal for the following two reasons:

(a) the District's lack of commitment accompanied by its impossibility or unwillingness to pay comparable salaries;
(b) the District's lack of support in spite of the Project's positive contributions

Objective II, in turn, is felt to be successfully achieved. Both methodological approaches are found workable as long as proper in-service training is provided. The success of the Project as a whole is recognized. However, actual changes in the District's educational practices go beyond demonstrating the effectiveness of a certain educational technology. Objective III, parent involvement, is judged by Padilla as positive but limited to a few. The positive results are recognized even by school officials and the overall parental support of bilingual education practices is clearly demonstrated. However, their lack of influence in school policy matters makes it difficult for them to impose their wish to have their children taught bilingually. Regardless of the external factors that influenced, to some extent, the outcome of the Project, Padilla argues that

> The project was an ambitious and artful demonstration of bilingual methodology. In spite of many constraints, the bilingual education programs were operationalized effectively and the results appear to be positive. Whether or not the school district will continue the bilingual programs is up to the district and the community that it serves. Whatever the outcome, the project has demonstrated the workability of bilingual instruction using various techniques. Replication of the project is recommended in order to continue development of different, but effective, bilingual education models.

The recommendations of the summative report, as may be expected, address the issue of replication with special emphasis on the implications for research and on the selection of future sites. The need for more data that are supportive of the two methodologies is stressed as is the selection of sites where bilingual education is viewed more positively. A non-treatment group of Mexican-American children whose education is conducted only in English is seen as an important additional variable to demonstrate the viability of bilingual instruction for LEP children.*

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*For a deeper insight into Padilla's assessment the reader is directed to the complete summative report below (Exhibit 13)

(2) JUAN F. T. HUERTA

Dr. Huerta participated in the 1981-82 site visitation and submitted a brief report on his observations to the effect that the program is operating rather routinely now and that the staff knows not only what it should be doing but is actually doing it. Already at that point in time the evaluator recommends its replication on another site to ensure additional data that may or may not duplicate the findings of the current Project. Dr. Huerta's "overall impression of the Project [is] quite positive" and he commends the Project's administration for the work done.

(3) GUSTAVO GONZALEZ

Dr. Gonzalez participated in the 1982-83 site visitation. After recognizing in his report the significance of the two aspects of the Project, research and demonstration, he praises the Project administration for effectiveness of teacher training and the staff's competence in implementing the selected approaches in the classrooms. The team work of teachers and aides is pointed out and the"unique position to contribute to the dissemination of effective classroom practice" is recognized. On the other hand, Dr. Gonzalez expresses, very subtly, the concern as to whether the type of instruction used for the first time in the two participating schools will actually be encouraged and supported in the immediate future. This concern is further highlighted in the conclusion when Dr. Gonzalez argues

> [i]t is my hope that the administrators in the Southwest Independent School District see enough merit in either of the two methods being tested to continue bilingual instruction in the schools and to consider expanding bilingual education to other grades and other campuses.

He must have noted, already in the Project's second year, that District support of bilingual education was, at best, cautious and reserved when he commented that"[i]t would be a shame if all this labor would result in nothing more than a three-year experiment." The principals at both schools, in turn, he finds cooperative and hopes that they continue to provide bilingual instruction for their growing LEP population after the termination of the Project [!] . Dr. Gonzalez finally expresses some disappointment that, at the time of the visitation, data analysis was not yet available. However, according to the internal evaluation time schedule, this analysis was not supposed to be forthcoming until later that same academic year. He was therefore assured that he would receive the information in time. To conclude, Dr. Gonzalez' response is positive, supportive and encouraging assuring the Project administration that the variables they could control are carefully attended to.

(4) ALFREDO H. BENAVIDES

Dr. Benavides participated in the 1983-84 site visitation. In his assessment, the evaluator points to a number of outstanding features in the Project that are all the direct responsibility of its administrative staff, such as, the scope of the Project, the significance of this type of research and the qualifications of the director and his coordinator to conduct this kind of research. Some reservations are however expressed in regard to the roles of the teaching staff. Most staff members, he argues, "know which treatments they [ are ] utilizing in the classroom" but the lack of technical vocabulary in Spanish of some and the interruption for a period of time in the implementation of the NCA method by one of the teachers is of concern to him. The least satisfactory features concerning the Project

are all District related. He cites the following:

(a) the attitudes of both principals "toward the Project specifically and bilingual education in general [are] at best ambivalent;"

(b) the results of the Project are of no relevance to the District as the decision to move into ESL rather than continuiung bilingual instruction is made prematurely;

(c) an attitude conducive to the fair treatment of the research design is not evident;

(d) future projects should reveal a more solid and supportive relationship with all parties involved.

(e) the attitudinal impact which the Project has had may have been noted by parents and children alike;

(f) future research endeavors...need to be carefully reviewed and agreed upon by all involved parties.

By restricting his references to the demonstration component of the Project, Dr. Benavides stresses in his conclusion the throughout positive aspects of the research project. The following are his concluding comments intended to show that, in spite of certain obstacles, the Project represents a valuable contribution to bilingual education research:*

> The project was an extremely ambitious yet well-designed study. Professor Jacobson has conducted a great amount of solid research which he used as a backdrop for the current project. In addition, he has assembled an excellent staff and received solid support from the university. The publicity generated by Professor Jacobson's research has done a great service to the university and bilingual education as well.
>
> The project itself was conducted in a superb manner given certain limitations. These include teacher turnover and poor attitudes from school administrators. It appears however that the project has been a success in spite of these obstacles. I feel that this can be credited to the research design and the direction and supervision provided by Professor Jacobson and Ms. Parks.

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*For a fuller appreciation of Dr. Benavides' arguments, refer to the appendix (Exhibit 14)

Indirect assessments of the significance of the Project are found in the unsolicited responses to lecture tour or conference presentations offered by the project director in different parts of the country. The nature of these presentations are discussed above (see Section (6), pp. 29-37) and allowed audiences elsewhere acquaint themselves with the Project and react to it during the discussion periods that followed the presentation. The extent to which these presentations actually triggered the adoption of one or the other method is unknown but in view of the enthusiastic responses by the host institutions it is unlikely that some impact has not actually been made. The following excerpts serve the purpose of showing the extent to which the cited presentations were found valuable:

(a) ...Our Dean and our faculty and staff for the BUENO Center for Multicultural Education and the School of Education were very impressed with the research effort you have undertaken. Your video tape was very well done and the information that you are presenting is certainly valuable to bilingual education throughout the country...
Leonard Baca, Director, BUENO Center for Multicultural Education, University of Colorado at Boulder (5/4/82)

(b) ...I feel that the New Concurrent Approach in bilingual education is very exciting. We all hope your research can provide us with a tangible key in this crucial area of methodology...
Alfredo H. Benavides, Director, Bilingual/Multicultural Teacher Education, The University of Iowa, Iowa City (5/10/82)

(c) ...The work you are doing is, I feel, vital to bilingual education, examining as it does important issues of methodology. The graduate students profited from having first-hand exposure to research that is representative of the "state of the art."...
Gustavo González, Director, Bilingual/Cross-Cultural Programs, University of California at Santa Barbara (6/2/82)

(d) ...All the evaluation forms confirmed the excellence and timeliness of your presentation. As we discussed, in a time when research in bilingual education and its practical applicability is too often disparate, your presentation serves as a model for the logical interaction of the two...
John J. Halcon, Head, Bilingual and Secondary Education, California Lutheran College, Thousand Oaks (5/3/82)

(e) ...Your presentation was most informative and stimulating on helping bilingual children make a smooth transition into the English-speaking classroom. There were many favorable comments on your presentation from the faculty and students in attendance...
Barbara Kirk, Department of Teacher Education and Professional Development, Central Michigan University, Mount Pleasant. (5/12/82)

(f) On behalf of the faculty, staff, and student body of Eastern Michigan University's Bilingual Bicultural Teacher Education Programs, I would like to say thank you for the wonderful learning experience you provided us on May 7, 1982. Your workshop lecture and video tape demonstration brought the new concurrent approach in bilingual education methodology to life for all the participants. All of the comments and feedback I heard were extremely favorable. The impact you had on our students was particularly rewarding. Furthermore, your workshop presentation served to stimulate several interesting discussions among faculty. I would subjectively say that your workshop was one of the best we have had on our campus...
Gloria Perez, Associate Director, Bilingual Programs, Eastern Michigan University, Ypsilanti. (6/17/82)

(g) ...We thought that your presentation of an approach which is based upon well thought-out theoretics as well as practical pedagogical techniques was especially impressive and enlightening. It is through programs such as yours which examine both the theoretical and methodological underpinnings of bilingual instruction which will enable us to make progress in this vitally important field...
James Coady, Chairman, Department of Linguistics, Ohio University, Athens. (11/2/82)

(h) ...Your lecture was well organized and well presented and I particularly like the format of using a videotape and (a) supplementary materials. It was effective, in my view, to involve the students in the discussions as you did. I know that you presented many aspects of bilingual education which we can continue to discuss throughout the semester...
Charles R. Hancock, TESOL Coordinator Department of Curriculum and Instruction, College of Education, University of Maryland, College Park. (10/13/82)

(i) ...We had a good crowd (50-60 people) from diverse backgrounds and interests and a livenly [!] discussion session. This was a very positive activity for it is rare that all those in the New York metropolitan area who are involved in bilingual education in one form or another ever get together to discuss any issue, such as code-switching, at length...
Pedro Pedraza Jr., Director, Language Policy Task Force, Centro de Estudios Puertorriqueños, The City University of New York, New York. (1/6/83)

(j) ...The issues which were discussed and the knowledge which was shared were most valuable to us and our students. We intend to use parts of the lecture, which we were fortunate to capture on videotape, to supplement our instructional program in bilingual education at New Paltz College. The contribution which you are making in the

area of bilingual instructional methodology is very important. The information which you have organized will enable us to improve the art and science of teaching in two languages...
José E. Vega, Office of Bilingual Education, Department of Elementary Education, State University of New York at New Paltz. (10/28/82)

(k) ...Both theoretically and pedagogically the New Concurrent Approach is of great interest, and I am glad that we took this opportunity to find out something about it...
Cynthia Watson, Educational Linguistics, Graduate School of Education, University of Pennsylvania, Philadelphia (10-13-82)

(l) ...We would like to express our appreciation for the fine presentation of your Bilingual Project made to our group. It is unfortunate that we did not have more time. The students were full of questions and comments...
Eda Valero-Figueira, Bilingual Special Education, School of Education, Health, Nursing and Arts Professions, New York University. (4-20-83)

(m) ...Thank you again for coming to Dallas to participate in the TEXTESOL V conference October 12-13.....I think the people who attended were inspired and enlightenend...
Charles B. Martin, Region V TEXTESOL, Fort Worth, TX. (10-15-84)

(n) ...The reactions we received from the respondents to the evaluation forms were that your presentation was excellent in quality and organization. We thank you for your time and efforts and commend you for your interest and commitment to our organization.
Vangie Aguilera, Conference Chairperson, San Antonio Area Association for Bilingual Education (SAAABE), San Antonio, Tx. (4-20-83)

No negative or critical response to a presentation was ever received over the years although two host institutions failed to acknowledge the presentations that were well attended and generated interesting discussions (Wayne State University, Detroit, MI. (5-8-82) and University of Illinois, Urbana-Champaign (4-15-83). The information sharing in more than ten states, Canada and Europe is therefore believed to have been useful to the Project.

One other Project assessment appears to be worth mentioning. As part of the 1984 NABE Convention, school site visitations were coordinated by faculty of one local university to enable conference participants to observe bilingual

education programs in action. This is what the coordinator of the event, Dr. Arcadia H. López of Our Lady of the Lake University of San Antonio, had to say:

(o) Dear Mrs. Parks:

> Thank you for guiding us in our visit to your classrooms where the new Concurrent Approach is being implemented. We were impressed with what we saw and heard. I am sure the NABE visitors who came after us were pleased and found the visit rewarding...

The NABE visitors to whom Dr. López refers in her letter were bilingual education specialists from across the country (DC, MA, NJ, NV, NY, OR) who found the bilingual experiment at the Southwest Independent School District one of the most positive manifestations of workable bilingual techniques made available to conventionists in San Antonio (personal conversation).

To conclude the Evaluation Section of the present final report, the writer feels that a subjective evaluation of the personnel may be appropriate in order to highlight the extent to which each personnel position contributed to the final outcome. Anonymity of staff is here preserved to allow for objective critical remarks:

(1) Director (self-evaluation)

Great effort was made to develop in a parallel fashion both aspects of the demonstration project, the demonstration and the research component, although the latter may have received, involuntarily, greater attention at times. The importance of positive public relations in the interaction between the director and each member of the Project staff was recognized from the outset of the program. On the other hand, where individual actions of any member of the personnel had the potential of affecting adversely the program as a whole, firmness rather than tolerance would characterize the director's interventions. His relationship with the teaching staff was one of cooperation in the sense that the director considered

himself as one of the team who would involve himself personally in order to accomplish a given task rather than instructing others to do so. In his relations to the school administration, the Director would be cautious not to jeopardize the completion of the Project, although several unpleasant situations had arisen that might have been resolved differently by a more impulsive administrator. The professional prestige of the Director was instrumental to publicizing the Project nationally and internationally as a result of his lectures and his publications, hereby placing the Southwest Independent School District on the map and, at the same time, earning prestige for the university with which he was associated. His work relationship with the funding agency was also positive and, at the same time, pleasant and revealed careful consultation with government officials on programmatic or budgetary issues whenever potential conflicts could have arisen. To summarize, the Director did what he was expected to accomplish according to the Project proposal and minimized conflictual situations so that the results would render the positive data that were obtained during the three-year period.

(2) Coordination

The position of the program coordinator was the most sensitive and also the most crucial one within the Project. To serve as an intermediary between the university and the school administration, to abide to school regulations and to watch out for the interest of the Project, to train teachers and aides, to solve personality conflicts, -- all these were just some of the responsibilities. The first coordinator appointed at a time when the implementation of the instructional design was merely initiated felt the pressure of these responsibilities to be excessive and resigned only after a few months. At that time the Director took on the dual role of director-coordinator until the second coordinator was hired.

Coming into an already fully installed Project was a great advantage but it was mainly the range of supervisory skills that the new coordinator brought to the Project, that allowed her to perform an outstanding job. It was particularly significant for the Project that she stayed with it until the end, thus providing cohesion and continuity with regard to every aspect of this unique experiment. Her pleasant personality associated with professional expertise was an important factor in reducing the friction between two institutions that, because of different needs and responsibilities and, thus, a different set of priorities, viewed the Project in different lights. The in-service training of the professional as well as the paraprofessional staff was done with the understanding that academic degrees and/or years of experience entitle the staff to feel competent about his/her job, so that any modification of professional behavior must be achieved without violating professional pride. This was handled most effectively by the coordinator. The instructional design required the presence of two individuals in the same classroom, a properly certified bilingual teacher and an experienced bilingual teacher aide. The degree to which teachers and aides can work together varies very much and the program coordinator must display the professional "savoir faire" conducive to a high performance level of both persons involved (see Section 10c below). The coordinator was successful in accomplishing precisely that. The success of the somewhat limited parent involvement component can also be related to the effective P.R. established between herself and some of the parents. In sum, the program coordinator who accompanied the Project during over two years is commended for her professional skills and her personality traits, both of which contributed positively to the bilingual experiment at Southwest.

(3) Teaching staff

The discussion of the teaching staff is based on three criteria (a) teachers in terms of their professional expertise, (b) aides in terms of their roles in the classrooms and (c) teachers and aides in terms of their team effort. The degree to which teachers were effective in this Project depended, more than on their particular academic background, upon two factors, their participation at the professional orientation program prior to the Project and/or the ongoing inservice training, in conjunction with any continuing education plans of teachers and aides. The four teachers who stayed with the Project during the first two years had the advantage of being trained in formal university courses dealing with the methodologies of the Project and were therefore well prepared when the latter was being implemented. Any unsolved problem still present at implementation time was easily overcome during in-service sessions.* The understanding of the Project as a whole, however, had to be acquired by NCA and LSA teachers and special workshops would give both teachers the expected insights into the experiment.

Teachers took advantage of the continuing education opportunities in different ways. Of the four teachers who began in the Project in 1981, two completed their Master's degrees in 1983, whereas the other two did not get beyond 6-9 credit hours as a result of conflicts with personal life styles, illness or similar reasons. Those who completed their degrees became superior teachers, those who did not were much less effective and decided to withdraw or were eventually withdrawn from the Project. Despite the variable degree of competence displayed by these teachers, each one contributed, in accordance with his/her own ability, to the success of the program.

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*This observation applies of course more directly to the teachers who elected NCA than to the LSA teachers, as language separation was what bilingual teachers had been practicing all along.

A rich inventory of videotapes attests to the more than average commitment and enthusiasm of the staff. The third year of the Project portrays another picture. The turnover of the professional teaching staff was such that only one of the previous LSA teachers and none of the NCA teachers remained on board. To make things worse, the District appointed the replacements very late making it impossible to provide professional orientation. The one Saturday workshop funded by the Project was hardly enough to train incoming teachers in an approach in which previous teachers had been trained for 6 weeks. In-service meetings could not make up for these shortcomings, so that at least two of the teachers (NCA) had only a very superficial grasp of the method. This eventually led to the situation, during the third year, that one of them would virtually fail to implement the approach altogether -- except when observed by the Director -- in part because of the encouragement that she was receiving from the school administration to do as she pleased. This situation was eventually corrected but valuable time had been wasted. In spite of the internal problems of this nature, the teachers worked carefully with the children in the class to help the latter achieve the expected level of knowledge in content and language so that they would be able to participate, after Project completion, in a non-bilingual classroom.* In general, teachers had shown, over the three years, much enthusiasm for whichever method they had elected and it was rewarding to see them praise one method or the other, depending on whether they were using LSA or NCA. This may indeed have contributed to some extent to the almost equal effectiveness of the two approaches. In sum, the Project was a demanding experience for all teachers because of the constant control that the Project supervision exerted on them, the frequency of videotaped sessions and the demands made on their times because of meetings, parent activities

*The District, regardless of results, had decided to only provide ESL instruction to the children of limited English proficiencies.

and all-Project assemblies. Therefore they are commended for their patience and their commitment.

The contribution to the Project by bilingual aides was significant. Above all, their loyalty to the Project was exemplary as of the four aides identified in fall 1981 only one had withdrawn, voluntarily, from it during the last semester. The effectiveness of the aide seemed to be the result of years of experience, language proficiency, extent to which they would benefit from the Project's continuing education perspective and the circumstances surrounding their personal life. As for paraprofessional orientation/in-service training, the aides had all received identical treatment. No orientation prior to the Project implementation had been made available to them, as at that time, none had as yet been selected by the District. However, all aides participated at the training sessions regularly and were exposed to all the information that was made available to the teachers. And yet, some differences were recognizable and it appeared that they were attributable to the four factors cited above. Aides varied greatly in terms of years of experience. The two who had served the longest were also those who were most committed to the Project. The same two aides were also the most bilingual ones, if a high degree of bilingualism is equated with balanced language proficiency. The four aides were strongly encouraged to enroll in the local junior college to work toward their associate degree, so that at the end of the Project they might be eligible for bilingual training scholarships. None of them had ever taken a college course before. Two of them found the courses very difficult and either failed to reenroll or obtained non-passing grades. The two others scored excellent grades and completed their sophomore year by the end of the program. These aides are now Title VII trainees in a Federal program for computer-oriented bilingual edu-

cation at the University of Texas at San Antonio and are the same that were found to be most committed to Project (see above). The explanation for the lower performance level of the other aides may be found in their personal lives as well as in their less professional outlook on educational matters. Both were on maternity leaves during parts of the Project and their willingness to serve as aides seemed to be more a financial solution for them than it was the devotion to the children's education. Conversely, the two aides that have been singled out as superior paraprofessionals impressed observers, not simply as aides, but rather as true professionals. The aides who did not achieve this same level of effectiveness still underwent considerable growth over the three years. From simply doing chores like supervising bathroom routines, collecting homework, laminating, calling rolls and so forth they had advanced to carrying out more meaningful tasks as brief teaching assignments, standardized test administrations and tutoring. In other words, without doing as well as the other aides, they still had made significant progress in their work that they would not have accomplished otherwise.

The most sensitive issue confronting a classroom in which an aide assists the teacher is the mutual relationship between the two and, in particular, the extent to which the presence of the former enhances the performance of the latter. To determine a potentially successful (or unsuccessful) relationship between the teacher and his/her aide one would do well to focus on six variables, i.e., personality, language proficiency, external factors, interrelations, experience and performance factors and assess teacher and aide in terms of the degree to which these variables are met and shared by the two. Each of the variables consists of one or two subcomponents allowing the evaluator to determine the following:

1. Self-respect
2. Self-control

3. Equilinguality
4. Control over personal life or absence of out-of-class conflicts
5. Interpersonal relations
6. Mutual confidence
7. Work experience
8. Self-assuredness and
9. Agreement on class management.

One of the Project's teacher-aide teams rated highest on each component and was, in effect, the most successful pair in this respect. Conversely, the least successful team showed opposite ratings in 7 out of the nine components. The other teams occupied different places on this continuum, all of them confirming that the higher the rating and the mutual agreement on the various components, the more positive the relationship. The following tables are examples of the assessment of a teacher and an aide who had worked together in the Project for two years and whose evaluation would indicate that they occupied a place approximately intermediate between the best and the poorest Project team.

Teacher X-1

| VARIABLES | SUB-COMPONENTS | ASSESSMENT SCALE 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| PERSONALITY | 1. Self-respect | | | | | ● |
| | 2. Self-control | | | | ● | |
| LANGUAGE PROFICIENCY | 3. Equilinguality | | | | | ● |
| EXTERNAL FACTORS | 4. Personal Life (Control over)/ Out-of-Class Conflicts (Absence of) | | | ● | | |
| INTER-RELATIONS | 5. Interpersonal Relations | | | ● | | |
| | 6. Mutual Confidence | | | ● | | |
| EXPERIENCE | 7. Work Experience | | | | ● | |
| PERFORMANCE FACTORS | 8. Self-Assuredness | | | | | ● |
| | 9. Class Management (Agreement on) | | | ● | | |

Aide X-2

| VARIABLES | SUB-COMPONENTS | ASSESSMENT SCALE 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| PERSONALITY | 1. Self-respect | | | ● | | |
| | 2. Self-control | | ● | | | |
| LANGUAGE PROFICIENCY | 3. Equilinguality | ● | | | | |
| EXTERNAL FACTORS | 4. Personal Life (Control over)/ Out-of-Class Conflicts (Absence of) | ● | | | | |
| INTER-RELATIONS | 5. Interpersonal Relations | | | ● | | |
| | 6. Mutual Confidence | | ● | | | |
| EXPERIENCE | 7. Work Experience | | | ● | | |
| PERFORMANCE FACTORS | 8. Self-Assuredness | | ● | | | |
| | 9. Class Management (Agreement on) | | ● | | | |



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To conclude, teacher-aide relationships were reasonably good and great emphasis had been placed by the supervision on which traits should be developed to yield positive relationship. Teacher-aide contracts (Exhibit 15 ) were developed to upgrade the team relationship and yet results varied as could be seen in the preceding discussion. The success or lack of success of this relationship is unrelated to the actual competence level of the teacher or the aide. Some teachers can not work with some aides and some aides tend to overpower the teacher. Unless a careful early analysis is done of the various traits of a potential team, no assurance can be given to guarantee the success of the association of such two members.

Clerical assistance for the Project has been efficient most of the time even though lacking somewhat in continuity. The clerk typist hired when the Project was at its initial stage found her work to be overwhelming, as her clerical skills turned out to be somewhat deficient. The pressure that she felt to upgrade her typing skills and to turn out her work on time eventually led to her resignation. The two clerk typists that were hired during the remainder of the Project were both superior and seemed to enjoy the work that was assigned to them. Their resignations were not due to the demands of the Project but rather to personal circumstances or the temporary nature of the employment. Marriage and subsequent change of residence was the cause for one of the resignations, whereas the availability of a more permanent position, that of the other. While they were on the Project, both clerk-typists assisted the Director and the Coordinator, not only in routine typing jobs, but also in more delicate functions as interactions with the Project personnel, material preparations for lectures and conferences and simple accounting tasks. Their efficiency made many of the Project tasks easier and also more successful. The videotaping component of the Project required the help of a camera person to be responsible for filming the class segments

to be used for supervisory and training purposes or at conferences and workshops. Because of the limitation in Project funds, student aides to assist the Project Director in this respect were identified by the very cooperative director of the District Media Center. One student aide served in such a capacity during the latter part of the first year. The young man was truly outstanding and some of the best shots were made at that time. At the beginning of the second year he was awarded a scholarship and left the area. A young lady, a college freshman at a community college, replaced him and served as a camera person for the remainder of the Project. Although lacking somewhat the first technician's creativity, she performed well when properly guided. Quite a few excellent tapes were produced over the two years that she was with the Project, especially during its last year as she upgraded her skills while she went along.

(10) FINAL ASSESSMENT

A global assessment of the Project may be in order in this last section of the final report. This assessment will include summative comments on ten aspects, some of which are geared toward the past implementation and others, toward the Project's significance for the future. These comments shall address the following:

(a) Academic potentials of Project children
(b) Demonstration objectives and research findings
(c) Impact, if any, on District
(d) Significance of support by LEA
(e) Impact, if any, on university
(f) Teacher-aide teams: projections for the future
(g) Future of bilingual methods tested
(h) Contribution to bilingual research
(i) Replication potentials

(a) The implementation of any bilingual program, basic or demonstration, implies that it is conducted with real children participating in it and the future of these children is very much of concern to whoever directs the project. Two risks seemed to emerge at the beginning of this demonstration project, i.e.

A. What would be the consequence for the participating children if any one -- or both for that matter -- of the approaches did not work?

B. What would be the consequence for the participating children if the attention paid to them as a result of the videotaping, the audiotaping for additional research papers, the presence of individuals other than their teacher and aide caused a Hawthorne effect?

The various evaluation reports have shown that there is little, if any, advantage in strictly separating the two languages when teaching content to the bilingual child. Hence, no negative consequence has resulted from the fact that the LEP children identified for the Project in 1981 participated in the Title VII Project. As a matter of fact, the Director would elicit from Project teachers and aides their views in terms of the children's abilities to function in an English-only classroom if no further bilingual instruction became available during the year that followed the Project termination. 80-90% of the students, they responded, would have no problems whatsoever, even though some still might require a minimum of ESL instruction. The reason for 10-20% of children that might experience some difficulties was due to the fact that the slow learners or children with learning disabilities were never removed from the Project as District regulations for identifying such children and assigning them to special education facilities were generally ineffective. These views were submitted by some of the teachers in writing (Exhibit 16 a,b) but shared by all of them.

The reactions of Project children to video and audiotaping was remarkable. To be sure, the first taping events were distractive as the children tried to "show off" and teachers and aides became very nervous. After less than a month the videotaping was ignored completely by children, teachers and aides and the filmed segments contained natural performances of everybody involved. Furthermore, no comparison was actually made between the treat-

ment groups and other non-treatment groups. As had been discussed above (see pp.24-25), the Project lacked any provisions that allowed for comparing the children who were taught through LSA or NCA with other children who were simply submerged in an English-only classroom. As a result, the Hawthorne effect, even if there had been one, could have no possible effect on the data collection.

In sum, no negative effects have been observed in connection with risks A and B cited above.

(b) The demonstration objectives cited in the proposal were to explore the relative effectiveness of two bilingual instructional methods, NCA (the New Concurrent Approach) and LSA (the Language Separation Approach). At the time of writing the proposal, the proponent's personal bias was strongly inclined toward NCA mainly as a result of the series of sociolinguistic and socio-psychological studies done prior to the Project implementation. The objectives of comparing the methods and evaluating one in regard to the other have obviously been met as, for three years, one method was implemented at one school and the other, at another school and the performance of the children at either school was carefully observed, evaluated and compared. The data collected and interpreted did however not support the implicit hypothesis that language alternation surpassed in effectiveness language separation. On the other hand, the data did not support the reverse either, that is, it was not demonstrated that language separation was more effective than the kind of language alternation that has here been proposed. Rather, what the demonstration project was able to show was the mutual effectiveness of the two methods, as long as each has been implemented consistently by teachers knowing what and when to do what. In other words, as long as professional training

was available, either method appeared to be successful in teaching the bilingual child. The merit of this finding is obvious to bilingual education practitioners as language alternation need no longer be rejected as being an approach leading to language mixing, confusion and the inability of properly acquiring the language of the majority, as had been argued in the past.

Some of the research findings were evidently built into the demonstration objectives, whereas others resulted from investigations that had not been anticipated at the time that the proposal was written. In other words, the Project did not only achieve the proposed objectives but went beyond them to take full advantage of the research opportunities that presented themselves. The findings associated with these investigations were either reported on at conferences or conventions or documented in articles or both. A brief summary of three of these findings follow below (see Tables VIII a, b, c, above):

A. Just like any other bilingual classroom, the Project classrooms reflected variable degrees of bilinguality of the children involved. Most important for the success of the bilingual child is the valid assessment of his/her language skills. Three studies have led to interesting findings concerning the roles that affective and linguistic features play in the acquisition of a second language and/or the retention of the first one.

B. If the study of language in social context is referred to as sociolinguistics and social context (= community) has become increasingly important in bilingual education, the question arises as to what is sociolinguistically relevant there. The Sociolinguistics of Bilingual Education has therefore emerged as an important topic for investigation, addressed not only by the Project Director but also by other scholars. The findings give credence to the fact that community-school relations and norms of social interaction contribute to the outcome of a school program.

C. If it is agreed that the development of the home language is instrumental to the extent to which the majority language is learned, the status of the vernacular occupies an important aspect in second language learning. On the other hand, the home language can only be developed if the child allows the teacher to expand the former's native language skills. The child's attitude to his/her first language emerged therefre as an important research topic and findings pointed to the fact hat it is by no means contradictory to say that

> a bilingual child will do better in English if he/she is allowed to also do better in Spanish or whatever his/her home language is.

(c) It appears to be a difficult task to determine the extent of impact that the Title VII Demonstration Project may have had on the Southwest Independent School District since local politics seem to control the views and actions of school officials and these, in turn, are upheld by the rest of the school personnel. Politically speaking, bilingual education has never been found, in the view of the School Board, to be a valid solution for the education of minority children. This attitude became evident at the time of early negotiations and was reconfirmed when the presence of the bilingual project was maintained as a well kept secret. The Project staff was not allowed to address the PTA meetings except once, District teachers were basically unaware of the existence of a Federal program, no mention was ever made in school directories that such a program was housed in two of the District schools and so forth. On an individual basis, however, favorable comments on the significance of the Project were often heard. A substitute teacher would express her admiration for the Project because the change for the better in matters of the children's self-respect was quite obvious. The librarian of one of the schools would have very kind words about the program. One principal would argue that, although she did not believe in bilingual education, this program was a successful one. Her classroom being next to the Project teacher's, a teacher commented, she did not know for almost two years what this interesting program was all about. Many more such positive comments led the Project staff believe that some inroads on a more personal basis were actually made. In sum, at the administrative level the Project made very little impact for reasons outside the staff's control, whereas -- unofficially -- some school personnel recognized the value of what was done.

Why would a school district basically opposed to bilingual education accept that a proposal of this kind were developed and, when funded, were actually implemented in the District? Advantages of a material nature must have been felt to be attractive. Salaries paid to four aides, extension work made available at no cost for participating District teachers, free educational materials, potential retention of audiovisual equipment and classroom furniture, -- all these benefits must have outweighed the inconvenience of having established in two of their schools a program that the District did not believe in. A second factor may have been the favorable view of one influential school official who initially supported bilingual education as an educational alternative for the District. When her support weakened as a result of certain internal developments, she gave in to the pressure from the Main Office.

Of the three years, it was particularly the last one that brought about the strongest reaction against the Project as a result of two, possibly three events:

A. A financial disagreement about the exact salary figure of the aides in the program, due to a divergence between the previous year's projection and the following year's actual figure;

B. The professional disagreement with one of the Project teachers about her implementation of the method to be used in the classroom leading to an exchange of letters between the Director and the mentioned teacher that was resented by the District as an interference between District employer and employee;

C. The lack of dialog between the university and the District on matters concerning budgetary matters and permanent ownership of materials and equipment purchased with Federal funds due to the fact that the university as fiscal agent considered itself as the proprietor of the such materials and equipment.

None of these events were intended to infringe on the rights of the school district as A was simply a matter of whether or not appropriate funds had been

set aside to pay for the higher-than-expected salaries.* B was the result of the Director's interpretation of his role as the person responsible for the faithful implementation of the instructional design. Upon discovering that both, the demonstration objectives and the research findings might be affected, the Director felt that his intervention was justified in order not to jeopardize the Project's final outcome. Item C is somewhat speculative on the writer's part but many of the reactions by District officials pointed to the fact that they did not agree with the university's interpretation of "fiscal agent." As an employee of the University the Director had no power to reverse this interpretation, even if he had wanted to do so. To sum up, a series of pre-existing views and unfortunate events had led to the friction between the Project and the District and it was the children enrolled in the two schools who, in the last instance, are now suffering the consequences of this situation.**

(d) It has been argued in the theoretical and academic discussions throughout the present report that the Title VII Demonstration Project relied heavily on a series of sociolinguistic principles that had been advanced by scholars in the field over the last two decades. The social context on which sociolinguistics capitalizes is not only the community at large or the nearby parental neighborhood, but also the more immediate school setting in which a school program operates. Any sociolinguist, social psychologist or socially

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*This was eventually resolved by seeking the authorization in Washington, D.C. to transfer funds from one to another budgetary category to meet this particular demand.

**Several months before the end of the Project the District officials would rule, without waiting for the actual results obtained in the Project, that no bilingual education would be available to students and that ESL instruction would correct English language deficiencies of language minority children. This decision was conveyed to the Project staff and external evaluations by the principals, unofficially, in several occasions.

concerned educationist would agree upon the importance that the wider school setting has on the success of an educational program at a given school and that even a moderately successful program would have accomplished far more, had the surrounding situation been such to acknowledge the achievements, to provide positive feedbacks, to show interest in its results and to draw positive conclusions on the basis of accomplishments being achieved. In absence of all this -- as has been the case in the Project under consideration -- the Project had to operate as an alien entity within the school minimizing external conflicts and maximizing internal cohesion. This existence in a vacuum is comparable to certain situations described in the literature where bilingual programs operate in portable buildings to keep a "necessary evil" at a distance allowing the conventional program to go uneffected by innovative approaches of this kind. Portable buildings were unavailable at the Southwest I.S.D. and psychological isolation was therefore called for.

It may be interesting to speculate on what could have been done, if the District had chosen to be receptive to the Project design and willing to learn from its implementation, so that the good features could be continued and less successful ones abandoned. The following are some of the things that were never done. They are listed under the headings of the individuals or the entities to which they relate.

1. CHILDREN

   Bringing together Project children and non-participating children to promote integration of the former into the school as a whole.

2. TEACHERS

   Allowing for an exchange of ideas between Project teachers and teachers not participating in the Project to ensure that the school as a whole would know what the Project was trying to accomplish, in particular, dispelling the erroneous view that learning English was of low priority in a bilingual program.

   Allowing Project teachers to play a direct role in improving the image of bilingual education at PTA meetings by explaining the Project and showing

to which extent Project children progressed.

3. AIDES

Allowing for a similar exchange of ideas between Project aides and aides having other responsibilities (Chapter I, Kindergarten and others) to compare notes on what aides are expected and/or allowed to do, -- generally speaking.

Facilitating the dialog between aides and parents of non-participating bilingual children to explore parents attitudes to the non-English language spoken in different degrees of frequency at Mexican-American homes.

4. COORDINATOR

Allowing the coordinator to share her expertise with teachers not involved in the Project to increase the image of the bilingual Project in the participating schools. (Some of this was done as a result of the direct interaction between the coordinator and a given teacher but not because of a schoolwide encouragement for such mutual assistance).

5. DIRECTOR

Encouraging a constant dialog between the director, on one hand, and the principals, the PTA, the Main Office and the members of the District Board of Education, on the other, in order for each entity to familiarize itself with the theory behind the Project, the design, the children's progress, and the responses, at the local, national and international level, concerning the implementation of the Project.

6. PRINCIPALS

Seeking a positive relationship between the principals and the Project as a whole that would make the participant members of the latter feel challenged that its findings might contribute to the betterment of educational practices in the District rather than be subdued by the fact that whatever the findings, the District was not interested.

Viewing the aides as important elements within the Project with primary responsibility toward that Project rather than as individuals who could be used at no cost for the District in activities unrelated to the Project.

7. PARENT TEACHER ASSOCIATION

Promoting an attitude relative to all teachers and all parents that the Demonstration Project was an educational experiment that truly belonged to the District as a whole and that one could be proud of because of the potentials for the education of minority children who made up a very high percentage of the school population.

8. MAIN OFFICE

Acting, in regard to the Project, as an agency that was interested in its implementation and its findings and solving, or trying to solve, any real or potential conflict through a collaborative effort rather than an antagonistic attitude.

9. PARENT

Comprehending the role that parents can play in an educational program at schools where there is a sincere belief that their views are valued and taken into consideration insofar as the education of their children is concerned.

(e) The impact that the Title VII Demonstration Project may have had on the University is difficult to measure. Generally, such an impact is measured by the extent to which the presence of a soft-money project has helped institutionalize bilingual education as a field of specialization. As for the University of Texas at San Antonio, bilingual education together with ESL teacher training and bicultural studies was institutionalized from its inception when the Division of Bicultural-Bilingual Studies was created as an autonomous entity. Rather than conceiving of bilingual education as a branch of Curriculum and Instruction,* the University allowed bilingual teacher education to exist independently. Although the support for bilingual education has weakened and a change in the mentioned unique organization been at the horizon more than once, the continued existence of an autonomous division is believed to be -- in spite of declining enrollment and inappropriate university funding by the State -- at least in part a result of such soft-money programs as the Title VII Fellowship Program (1977-78), the Title VII Training Program for Bilingual Educators (1978-83) and, in particular, the Title VII Demonstration Project in Bilingual Instructional Methodology (1981-84). Hence, the impact of the Project on the University is found, not in the institutionalization of bilingual education -- it was already

*Compare the administrative organization at UTSA of bilingual education training with that of UT-Austin and hundreds of other American universities to recognize the unique status of bilingualism and biculturalism recognized and maintained since 1973.

institutionalized -- but in the continued administrative support of the field despite the series of external factors, political, economic, sociological, that caused the mentioned weakening of the earlier commitment.

Could the impact on the University have been stronger than merely preventing a change of the status quo? Two factors seem to emerge here that have prevented the University from allowing the Project to have a greater impact, one, the nature of the demonstration project and, two, the change of course as the institution reached its adolescence. The earlier soft-money projects had all been in the area of teacher training whether at the graduate or the undergraduate level. The unique features of the demonstration project with its demonstration and research objectives escaped the attention of university administrators, a situation that became evident by the lack of interest in all matters concerning the Project by the staff of the News and Information Office. Except for the initial announcement of the grant, scarcely any notion was taken of the many activities related to the Project. Even at the completion of the Project, nothing was ever published about the findings, even though the coordinator was once interviewed in this respect but, obviously, the subject was not considered worth publishing in the University newsletter, let alone in the other more formal publications of the University of Texas System. As for the change of course of the institution it is not difficult to observe that the establishment of an urban and/or regional university gave way to that of a more broadly conceived institution that would also attract students from other parts of the State or even the country. The earlier emphasis on bilingual and bicultural matters weakened and so did any primary concern for the education of the language minorities. Therefore, research findings in this "restricted field" could hardly play a very significant role. To conclude, the Projec had some limited impact on the University in the sense that the unique status o bilingual education at this University was left

intact. On the other hand, the significance of the demonstration project was not recognized and, regardless of findings, it was only found valuable in terms of the financial resources that it made available to the institution.*

(f) The extent to which a teacher and his/her aide are successful in the classroom may depend upon the process by which a given aide is assigned to a teacher. The three-year Project showed that there is more to a teamlike relationship than random pairing of teacher and aide. Teacher-aide contracts appear to be of little value when basic incompatibilities pertain. On the other hand, a highly compatible team of a teacher and an aide accomplishes what a teacher alone cannot. The observation of nine teacher-aide situations and the careful analysis of both members of the teaching staff seem to suggest that a number of variables can be identified and properly assessed, so that whenever these variables are favorably present in both, teacher and aide, a successful team relationship will exist. Obviously, the Project did not make it a special objective to investigate teacher-aide relations but did so only because the implementation of the design required a successful team relationship. In view of the importance, however, that this relationship has for the success of the educational experience, it is recommended that the proposed pairing of components be researched in future projects to avoid trial-and-error type of teacher-aide associations and to engage in a pairing process that is based on this kind of componential analysis.

(g) The stated objectives of the Demonstration Project were to compare the relative effectiveness of two bilingual teaching methods, NCA and LSA. After observing for three years the academic development in the areas of language and content, the Project staff as well as internal and external evaluators have

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*This is only a very general overall assessment and does not imply that, on a more individual basis -- especially within the Division of Bicultural-Bilingual Studies -- individuals would not recognize the importance of the work being accomplished.

agreed upon the fact that at least one kind of language alternation (NCA) is not harmful to the bilingual child's development and not inferior to another method where the two languages are kept apart depending on the subject are being taught (LSA). This conclusion is strongly supported by test data, site visitations, various minor research projects and parents' reactions to the Project as a whole. The results, on the other hand, only refer to the two methods here investigated but not to other methods that also fall under the heading of bilingual instruction. One could even stretch the notion of bilingual education further by including any kind of educational approach used in the education of bilingual children. In some ways, one might consider immersion or submersion approaches as bein, bilingual methods for the sole reason that bilingual children are the target group of an educational experiment where the majority language is used alone or almost so as a medium of instruction. After collecting the results relative to NCA and LSA, one may want to explore more broadly the issue of bilingual instructional methodology.

Are there more than the two methods to be investigated in a Project? If so, how many more? If we collected the data concerning the relative effectiveness of each bilingual method, what would this mean for the methodology training of prospective bilingual teachers? The Demonstration Project that has just been completed must be considered as a very first step in the direction of formally assessing the validity of bilingual methods. Although even the described findings must be verified through other similar projects, the fact that two methods of bilingual instruction have become much clearer to the bilingual practitioner indicates that a similar procedure should be used to assess other such methods and determine their relative effectiveness. The concurrent use of two languages for the purpose of bilingual instruction is not limited to the

NCA method and indeed existed prior to the formulation of the latter. The randomly alternating flipflopping approach, the preview-review approach, the concurrent translation approach are all different ways of teaching concurrently in two languages. Furthermore, language separation does not have to be restricted to the separation by subject matter but can justify the same on the basis of person, time or place. Submersion and immersion approaches have been mentioned above. As a result, one may wish to increase the number of bilingual approaches from two to ten as shown in the figure below:

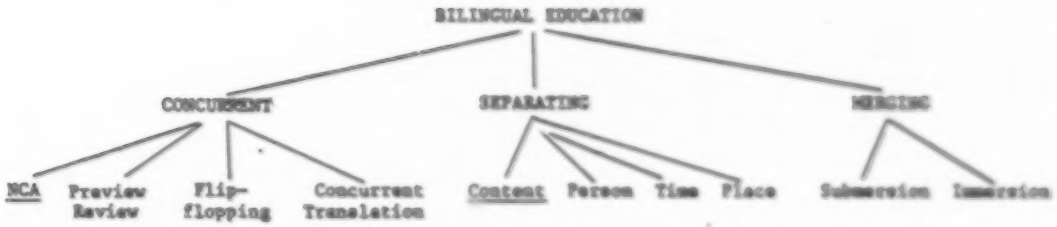


Figure 1 Types of Bilingual Models
(Only the underlined methods were investigated in the Title VII Demonstration Project)

To summarize, the future of the two bilingual methods tested, NCA and LSA (on the basis of content) would be -- especially if their effectiveness is replicated -- that teachers have two options for the distribution of the home and the majority language, either one having been demonstrated as a legitimate approach. Depending upon a given teaching style, language skills and/or linguistic preference, a teacher would now be free to choose the one that allows him/her to perform best. The future of the remaining eight approaches

(see Figure 1, above) would be that teachers have additional options depending upon the outcome of similar longitudinal projects in which the effectiveness of these is studied and compared to all the others. One would finally have come to grips with what bilingual methodology actually means.

(h) The potential contributions that the Project or Project-related activities have made to bilingual research is best captured by examining once more but in a somewhat different light the series of conference presentations or scholarly publications that have appeared from 1981 on and are listed above (see Table VIII, pp.32-34 above). Even though some of the topics selected in this regard are in need of further elaboration, they are strongly suggestive of what needs to be researched and how diversified such studies need to be to gain a deeper understanding of the complexity of the education of bilinguals, an area that has been strongly oversimplified over the years in the hope that by homogenizing American education, heterogeneity would go away.

The studies conducted over the last four years were either of a panoramic nature or fell into the categories of specific academic disciplines. In other words, unless a presentation or a publication would attempt to provide a global or partial survey of the Project, the studies would focus on issues that were basically educational, ethnographic, linguistic, psychological, psycholinguistic or sociolinguistic in nature, although their relevance to bilingual education was always maintained. The following table correlates the topics with areas of scholarly investigations, hereby suggesting that the research questions asked did contribute to, even though not fully gain, the alluded deeper understanding of the complexity of bilingual education:

EDUCATIONAL

Bilingual Methodology

Correlation between Research and Implementation

Supervision and In-Service Training

Teacher-Aide Relations

ETHNOGRAPHIC

Codeswitching: community behavior vs. classroom practice

LINGUISTIC

Grammaticality and Classroom Switching

PANORAMIC

Surveys (Global, Partial) of Project

PSYCHOLOGICAL

Minority and Majority (Foreign) Language Learners of English

PSYCHOLINGUISTIC

Affective Variables and Language Performance

Dual Language Acquisition

ESL: Implications for English Learners

$L_1$ Maintenance and $L_2$ Acquisition

SOCIOLINGUISTIC

Assessment of Degrees of Bilinguality

Sociolinguistics and Bilingual Education

Some of the preceding fourteen topic areas that seem to be more crucial than others are here briefly commented upon:

A. The notion of bilingual methodology as a function of language distribution is important. It is not the actual teaching methodology where English-only and bilingual education differ, since two and two equals four (2+2=4) regardless of whether one teaches this mathematical notion in English, Spanish or in English first and Spanish later.

Rather, it is the way how language is used that is, whether only one language is used or different distributional practices are considered, where monolingual and bilingual education differ from one another.

B. The random pairing of teacher and aide amount to a trial-and-error approach to teaching staff selection. A prior assessment of teaching-related variables and the matching of equally favorable variables in teachers and aides could create more successful teaching teams.

C. Affective variables like self-awareness, language loyalty, motivation are crucial for language performance and, when properly assessed, can assist the teacher in selecting appropriate language teaching strategies.

D. Sociolinguistic notions have been found to be valuable for educational purposes for some time but few, if any studies, have been done to pinpoint what in sociolinguistics is applicable to bilingual education. This attempt at greater specificity in the interrelationship between sociolinguistics and bilingual education is significant.

To sum up, a great many research topics have been touched upon but four of them are singled out to show some of the directions that bilingual research may take on the basis of Project-related studies in order to come to grips with a series of educational, psycholinguistic and sociolinguistic issues that all have some important bearing on the quality of bilingual education.

(i) Replication as well as expansion of the completed Project should seriously be considered. To judge from the present experience, it is hypothesized that the result of the replication will be similar, especially if the few negative factors of the present Project can be controlled in a future experiment. It might even happen that under more favorable circumstances NCA could still emerge as a superior technique in view of the close relationship between codeswitching as a community characteristic and codeswitching as a classroom technique. It is most unlikely that the replication will find NCA to be a harmful strategy leading to confusion and language mixing. The expansion of the completed Project in order to research other bilingual instructional approaches would turn out to be an asset for teachers and teacher trainers alike.

The selection of certain strategies over others would finally be based on hard data and not the gut feelings of "bilingual experts."

A proposal along these lines has recently been submitted to one of the national teams requesting Federal funds for the new National Center for Bilingual Research and Second Language Education to initiate its activities in 1985. If funded, the replication of the Demonstration Project and its expansion not only toward other methodological approaches but also toward other minority groups such as, Puerto Ricans, Native Americans, Chinese and Indo-chinese would become a reality. The benefit for the education of bilinguals would be far reaching.

## CONCLUSION

This report has attempted to produce an objective, precise and detailed account of the Title VII Demonstration Project in Bilingual Instructional Methodology conducted in San Antonio, Texas during the years 1981-84. Although the collaborative efforts between a campus of an Institute of Higher Education and that of a Local Education Agency have not been successful at all times, many positive aspects contributed to the fact that this Project became a valuable experience for everybody involved. It has been shown conclusively that

(1) bilingual education works;

(2) two bilingual methods are valid options for any bilingual teacher to choose;

(3) a demonstration project is an admirable ground for showing the potentials of an educational program;

(4) at the same time, it allows the practitioner to pose a number of research questions and propose solutions that may enhance bilingual education elsewhere.

The conflict situation that arose from the limited support by District officials may be viewed as a positive element, since it shows the success of dual instruction even under adverse situations. It is hoped that when the full knowledge of the accomplishments has become available to all participants, that educational innovations will be made from which minority language children can benefit.

# APPENDIX

Exhibit 1a

SOUTHWEST INDEPENDENT SCHOOL DISTRICT

Pre-School Workshops

August 19-25, 1981

Wednesday, August 19, 1981:

| | |
|---|---|
| 8:30 - 9:00 | Sign in, Sky Harbour Elementary School |
| 9:00 - 10:00 | General Session, Cafetorium<br>Mr. Bennie F. Steinhauser, Superintendent of Schools |
| 10:00 - 10:30 | Break |
| 10:30 - 11:30 | General Session, continued |
| 11:30 - 12:30 | Completion of necessary forms, Rooms 300 and 301 |
| 11:30 - 1:00 | Lunch (You're on your own) |
| 1:30 - 3:30 | Inservice at individual schools |

Thursday, August 20, 1981:

K-3 TEACHERS, ALL AIDES: (must attend two sessions in the morning - limit 30 per session)

8:30 - 10:00

"Using Humor to Teach Language" - Dr. Nacho Estrada, Sky Harbour Elementary, Room 212

"Learning Centers" - Dr. Tirso Gomez, Sky Harbour Elementary, Room 213

"Reading in the Elementary Grades" - Ms. Bertha Vidaurri, Sky Harbour Elementary, Room 214

"Improving Discipline and Self-Concept" - Ms. Gaylin Norris, Sky Harbour Elementary, Room 215

"New Teachers: Everything You Wanted To Know About Southwest I.S.D. But Were Afraid To Ask" - Mr. Kenneth Lyssy, Sky Harbour Elementary, Room 216

"TV/Media How-To's" - Mr. Howard Purpura, Room 217

10:00 - 10:15 BREAK

10:15 - 11:30

"Using Humor to Teach Language" - Dr. Nacho Estrada, Sky Harbour Elementary, Room 212

"Learning Centers" - Dr. Tirso Gomez, Sky Harbour Elementary, Room 213

"Reading in the Elementary Grades" - Ms. Bertha Vidaurri, Sky Harbour Elementary, Room 214

"Improving Discipline and Self-Concept" - Ms. Gaylin Norris, Sky Harbour Elementary, Room 215

"TV/Media How-To's" - Mr. Howard Purpura, Room 217

11:30 - 1:00 LUNCH (You're on your own)



1:00 - 3:30 "Handling Behavior Problems in the Classroom" (Special Education Workshop) - Dr. Marian Sokol, Sky Harbour Elementary Cafetorium

Friday, August 21, 1981:

ALL ELEMENTARY CLASSROOM TEACHERS AND AIDES: (Must attend new reading adoption session)

8:30 - 10:00 FIRST GRADE TEACHERS/AIDES: Scott,Foresman Reading Series (New adoption) - Ms. Roxanne McLean, Scott,Foresman and Company, Chicago, Illinois - Sky Harbour Elementary Cafetorium

"Using Humor to Teach Language" - Dr. Nacho Estrada, Sky Harbour Elementary, Room 212

"Learning Centers" - Dr. Tirso Gomez, Sky Harbour Elementary, Room 213

"Reading in the Elementary Grades" - Ms. Bertha Vidaurri, Sky Harbour Elementary, Room 214

"Improving Discipline and Self-Concept" - Ms. Gaylin Norris, Sky Harbour Elementary, Room 215

*"Bringing Science to Life" - Mr. Gordon Garwood, Sky Harbour Elementary, Room 216

"TV/Media How-To's" - Mr. Howard Purpura, Room 217

10:00 - 10:15 BREAK

10:15 - 11:30 SECOND AND THIRD GRADE TEACHERS: Scott,Foresman Reading Series (New adoption) - Ms. Roxanne McLean, Scott,Foresman and Company, Chicago, Illinois - Sky Harbour Elementary Cafetorium

"Using Humor to Teach Language" - Dr. Nacho Estrada, Sky Harbour Elementary, Room 212

"Learning Centers" - Dr. Tirso Gomez, Sky Harbour Elementary, Room 213

"Reading in the Elementary Grades" - Ms. Bertha Vidaurri, Sky Harbour Elementary, Room 214

"Improving Discipline and Self-Concept" - Ms. Gaylin Norris, Sky Harbour Elementary, Room 214

"TV/Media How-To's" - Mr. Howard Purpura, Room 217

11:30 - 1:00 LUNCH (You're on your own)

Exhibit 1b

PLEASE NOTE CHANGE OF LOCATION

# EDUCATION SERVICE CENTER, REGION 20
## BILINGUAL ESL/STAFF DEVELOPMENT WORKSHOPS

## FEBRUARY

| DATE | TOPIC | TIME | LOCATION | FORMS | WHO CAN ATTEND |
|---|---|---|---|---|---|
| ~~February 3, 4, 5, 1982~~<br>CONSULTANT: | ~~ESL for Elementary Teachers~~<br>~~Dr. Mary M. Galvan~~ | 8:30-3:30 | ~~ESC-20 Conference Center Rooms E-A-F~~<br>~~Ft. Sam GECU BLDG~~<br>(Parking across from Bldg.) on ~~---~~ Stanley Rd. | 50 | Elementary ESL Teachers From<br>Floresville — Medina Valley<br>Harlandale — North East<br>Hondo — South San<br>Kerrville — South Side<br>Northside — ~~South West~~ |
| February 4, 5, 6, 1982<br>CONSULTANT: | ESL for Secondary Teachers<br>Dr. Kessler<br>Dr. Hayes - 2/6 | 8:30-3:30 | ~~ESC-20~~ COFFEE ~~Conference-Center Rooms C-A-B-~~<br>Bicentenial Rm.<br>(Between Broadway & Nacogdoches Rd. on Loop 410 East) Alamo Savings | 50 | Secondary ESL Teachers From<br>Floresville — Medina Valley<br>Harlandale — North East<br>Hondo — South San<br>Kerrville — South Side<br>Northside — South West |
| February 4, 5, 6, 1982<br>CONSULTANT: | ESL for Elementary Teachers<br>Dr. Michele Sabino | 8:30-3:30 | Hondo ISD High School Audio Visual Room<br>COFFEE | 50 | Elementary ESL Teachers From<br>Brackett — Carrizo Springs<br>Hondo — La Pryor<br>~~Leakey~~ — Sabinal<br>Uvalde — Cotulla<br>Devine — Jourdanton<br>Lytle — Pleasanton<br>Natalia — Poteet |
| ~~February 12, 1982~~<br>~~CONSULTANT:~~ | ~~Spanish Language Arts~~<br>~~Dr. Maria Ramona~~ | 9:00-3:00 | ~~South West ISD Six Hanbe Elem. 5000 Fischer Rd.~~<br>COFFEE PROVIDED | 30 | Elementary Teachers From<br>Floresville — Medina Valley<br>Harlandale — North East<br>Hondo — South San<br>Kerrville — South Side<br>Northside — ~~South West~~ |
| February 12, 1982<br>CONSULTANT: | Classroom Management<br>Oscar Cardenas | 8:30-3:30 | ESC-20 Conference Center Room A | 30 | State Bilingual Teachers from Harlandale I.S.D. |

Exhibit 1c

SOUTHWEST INDEPENDENT SCHOOL DISTRICT

Pre-School Workshops

August 18-24, 1982

Wednesday, August 18, 1982:

8:30 - 9:00 a.m. Sign in, Sky Harbour Elementary School
9:00 - 10:00 General Session, Cafetorium
Mr. Bennie F. Steinhauser, Superintendent of Schools
10:00 - 10:30 BREAK
10:30 - 11:30 General Session, continued
11:30 - 12:00 TB tests in the Library
11:30 - 1:00 LUNCH (You're on your own)
1:00 - 3:30 p.m. Inservice at individual schools

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Thursday, August 19, 1982:

8:30 -11:30 a.m. (Break 10:00 - 10:30) ELEMENTARY SCHOOL PERSONNEL:
Grades K, 1st, 2nd, 3rd - Reading Workshop - Sky Harbour Cafetorium

Grades 4, 5, 6 - Social Studies - Laidlaw Bros. - Sky Harbour Room 117

✓ Bilingual 1st and 2nd grades from Sky Harbour and Indian Creek Elems.
Meet with Mrs. Paula G. Parks in Sky Harbour Room 115

All Special Education Teachers and Aides
Meet with Mr. William Stegall in Sky Harbour Room 107-108

ALL SECONDARY SCHOOL PERSONNEL (Junior and Senior High):
8:30 - 9:30 Assertive Discipline - Mr. Rudy Gallegos, High School Library

9:30 - 10:00 BREAK

10:00 - 11:30 Adolescent Psychology - "Time Out for Beginners" - High School Library
Dr. Keith Tucker and Dr. Carl Hoagland, Incarnate Word College

11:30 - 1:30 p.m. L U N C H (You're on your own)

ALL SCHOOL PERSONNEL - ELEMENTARY AND SECONDARY:
1:30 - 2:00 p.m. General Session - Mr. Kenneth Lyssy, Asst. Supt.- Sky Harbour Cafetorium

2:00 - 3:30 p.m. Dr. Jack Jackson, Public Relations Dept., American Airlines

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Friday, August 20, 1982:

8:30 - 11:30 a.m. (Break 10:00 - 10:30) ELEMENTARY SCHOOL PERSONNEL:
Inservice at individual schools

JUNIOR HIGH SCHOOL PERSONNEL:
Inservice at the Junior High

HIGH SCHOOL PERSONNEL:
Dr. James D. Sutton, "Shutting Down the Failure Machine"
High School Library

11:30 - 1:00 p.m. L U N C H (You're on your own)

1:00 - 3:30 p.m. ELEMENTARY SCHOOL PERSONNEL: (Except Title I and Special Ed.)
Inservice at individual schools

ALL TITLE I PERSONNEL: (Elementary and Secondary)
Title I Media Center at Elementary #1 Campus

ALL SPECIAL EDUCATION PERSONNEL:
Sky Harbour Elementary Cafetorium

JUNIOR HIGH SCHOOL PERSONNEL:
Dr. James D. Sutton, "Shutting Down the Failure Machine"
Junior High Library

HIGH SCHOOL PERSONNEL:
[illegible] at the High School



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Exhibit 2a

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
(512) 691-4436

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

# TITLE VII DEMONSTRATION PROJECT IN BILINGUAL INSTRUCTIONAL METHODOLOGY

Staff Meeting
UTSA - MS 3.02.12
September 17, 1983
9:00 a.m. - 11:00 a.m.

INTRODUCTION

(1) Staff meeting, May 12, 1983

(2) Parent involvement update

(3) Videotaping and training sessions

(4) Analysis of classroom performance

(5) Teacher-Aide contracts

(6) Inventory and adjustment to inventory for 1983-84

(7) Purchase orders

(8) Internal evaluation report

(9) Project excellence and children's academic achievement

(10) State Bilingual Plan and Federal Bilingual Project (Title VII)

Exhibit 2b

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

The Title VII Demonstration Project
In Bilingual Instructional Methodology

Project Staff Meeting Minutes
September 17, 1983

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The Title VII Project Staff met on Saturday, September 17, 1983 at 9:00 a.m. in room 3.02.12 MS on the campus of UTSA.

The following staff members were present: Ms. Cecilia Ramos, Ms. Irma Garza, and Ms. Corine Drumm of Indian Creek Elementary School; and Ms. Mary Randle, Ms. Rosa Canada, and Ms. Rosario Torres of Sky Harbour Elementary School. Also present were Ms. Paula G. Parks, program coordinator, and Dr. Rodolfo Jacobson, project director. Project aides Ms. Mary Arzola and Ms. Mary Vasquez were unable to attend.

Overview of 1981 - 1982

Dr. Rodolfo Jacobson opened the meeting by discussing in general terms certain issues that had been addressed at the final staff meeting of the preceding Spring semester. Copies of the detailed minutes of this meeting were disseminated and all staff members, especially new ones, were urged to read them carefully. These minutes made reference to what was done during the 1982 - 83 school year in terms of testing, evaluation, professionalism of project staff, and the children's academic achievement. Dr. Jacobson commented that last year was the most important portion of the project to date since it was the only complete year. Although funds were available at the beginning of the academic year 1981, the project did not become operational until November or December.

Parent Involvement Update

Ms. Parks gave an update on the parent involvement activities which are being planned for the current school year. She reported that Mrs. Rosa Campero, Sky Harbour parent representative, had been instrumental in making telephone contact with parents from both Sky Harbour and Indian Creek who were listed as possible advisory council members. The response has been positive. Approximately 12 - 14 parents have said that they would be willing to serve on the council and attend a meeting on September 27. The purpose of that meeting will be to reach agreement on the tentative parental activities proposed for the 1983 - 84 school year. Teachers and aides will not be required to attend since their ideas and suggestions have been solicited previously.

Two general parent meetings are being planned for this year. The first one is scheduled for November and the second one is scheduled for March or April. The purpose of the November meeting will be to conduct parent-teacher conferences. Project teacher, Ms. Ramos, proposed that we use an adaptation of the Dallas Independent School District's (D.I.S.D.) test of essential basic skills to assess the children's reading skills. After each child is informally tested, results could be placed on summary sheets. At the meeting parents would then have an opportunity to discuss the results with the teachers. Everyone present agreed that they would like to make use of the D.I.S.D. inventory instrument. Ms. Parks stated that she would be responsible for having the forms typed and duplicated. Ms. Ramos agreed to conduct an informal meeting with project staff to explain the specific test administration procedures.

Videotaping and Training Sessions

Project teachers and aides will undergo intensive inservice training during the year which will be made available to them by the project director and the program coordinator. The training relies heavily on the use of audio-visual equipment. Teachers are to be videotaped twice a month and aides are to be videotaped once a month. Subject matter for each session should be rotated such that during the course of a semester each staff member videotapes a different type of lesson each time, e.g. math, science, language arts, social studies, music, art, health & safety and so on. Complete lessons are to be planned with an introduction, a variety of instructional activities, a brief review, and a formal closing. The suggested time frame is 15 - 20 minutes. These videotaped performances are not to be thought of as a show, but rather as an aid to improve/upgrade teaching effectiveness. It is advisable to select topics that are normally presented in the context of the classroom curriculum. Ms. Parks will be available to review lesson plans and to work with both teachers and aides prior to videotaping to ensure maximum effectiveness and success. However, teachers are expected to work with their aides in the selection of content and classroom strategies.

Classes will be videotaped on Thursdays by Susan Lozano. The staff meeting for reviewing and critiquing the lessons will be held the following Thursday. This will enable Dr. Jacobson and Ms. Parks to view the tapes privately and to prepare meaningful questions/comments prior to the training session. A formalized schedule has already been disseminated to principals, the S.W.I.S.D. media director, and project teachers and aides.

Analysis of Classroom Performance

Ms. Parks commented that last year project staff had some difficulty in coming to terms with what was meant by classroom analysis. For that reason a checklist was devised and disseminated at the staff meeting. It serves a twofold purpose: (1) to clue project staff on some of the crucial aspects of class room teaching and (2) to serve as the basis for the staff's self-critique. The categories are as follows:

| | |
|---|---|
| behavioral objectives | student talk |
| classroom environment | organization |
| grouping patterns | voice tone |
| classroom materials | classroom discipline |
| questioning strategies | problem areas |
| teacher talk | follow-up procedures |

These categories were briefly discussed with special emphasis placed on questioning strategies, teacher talk/student talk, teacher organization, and classroom discipline.

Most of the staff indicated that they were familiar with Blooms' taxonomy of questioning strategies. Ms. Parks stated that research shows that most elementary teachers tend to ask questions that require children to respond with basic factual information that has been memorized. She cautioned that as the children become older and more cognitively sophisticated it is important that teachers ask questions that will stimulate them to apply knowledge, make inferences, and solve problems creatively.

Last year Dr. Jacobson conducted research on the proportion of teacher talk and student talk at Sky Harbour in grades 1 and 2. The results showed that students talked 11% of the time in certain classes and that the teachers talked 89% of the time. He recommended that teachers should strive to bring the ratio into a better balance. This may not be feasible when the teacher is introducing new concepts or new subject matter. However, he urged teachers to give some thought as to how to motivate the children to take a more active part in classroom discussions.

Teachers and aides are expected to have detailed, written lesson plans for the videotaping sessions. This is often times a crucial aspect of a smooth flowing presentation. Until one is used to the presence of the camera, stage lights, and spectators it is advisable to have some type of reminder of what comes next.

A question was raised by a new staff member on classroom discipline, what type of behavior do the children normally exhibit during videotaping sessions? Ms. Parks commented that the vast majority of students conduct themselves in an appropriate manner. Last year they were trained to respond to teachers' questions by raising their hands and waiting to be called on to answer. If a behavior problem presents itself during filming, it would be natural and appropriate for the teacher to resolve it immediately or right after the lesson is completed. Teachers were also reminded that all tapes are edited before Dr. Jacobson shows them to audiences at national conferences. Teachers and students are presented in the best light possible. Ms. Ramos commented that the camera person, Susan Lozano, is sensitive to these issues and will normally focus on children who are on-task rather than children who are giggling or acting-out.

is beginning to emerge and should be confirmed after another year."

Project Excellence and Academic Achievement

According to Dr. Jacobson we have proven ourselves as a project in terms of staff competence and overall administrative structure. However, there was a negative aspect of our achievement last year. There were some children at Sky Harbour who fell short in certain academic areas. The emphasis this year must be on the children's academic progress. It would be most ironic at the end of the third year to say that we had a fantastic project, the best teachers, the best aides, adequate materials, the support of the schools, but the children didn't do well! A concerted effort must be made to get these students on or above grade level. We have to show that by the end of the year our second and third graders will be able to function in English - only classrooms. According to the principal at Indian Creek Elementary School and the LAS test scores, our present third grade students are capable of functioning in an English - only environment at the present time.

At that point a discussion ensued concerning how to prepare the students to do well on standardized tests. A consensus was reached among staff members that the basic test concepts should be taught or reviewed prior to the administration of the test, e.g. antonyms-synonyms, word attack skills, dictation, punctuation, and spelling. The above-mentioned skills are tested in the Woodcock-Johnson Language Proficiency Battery. Each teacher received copies of the response booklets in both English and Spanish. The English version of the battery is administered in February and the Spanish version is administered in March. Ms. Parks and the teachers' aides are responsible for the test administration.

The other standardized test which is used to measure project children's academic progress is the Stanford Achievement Test (SAT). The SAT is normally given in April by S.W.I.S.D. It measures a wide variety of competencies/skills and is administered by the classroom teacher. Each portion of the test is timed, e.g. listening comprehension, vocabulary, math, science, social studies, and so on. The test normally takes about 2 or 3 days to complete. In the past it has proven to be a very grueling experience for both teacher and student.

State Bilingual Plan - Federal Bilingual Project

S.W.I.S.D. has informed Dr. Jacobson and Ms. Parks that the Texas Education Agency (TEA) is planning to audit its schools in October. Ms. Campesi had stated that she would be calling a meeting soon of all the bilingual teachers in the district. In view of these events, Dr. Jacobson felt it was appropriate to discuss the roles of both federal and state bilingual programs. He explained that the function of our federal project is to enhance the state bilingual program. According to the state program bilingual education is a methodology of dual language instruction which comprises six components.

(1) Basic concepts starting the student in the school environment shall be taught in the student's primary language.

(2) Basic skills of comprehending, speaking, reading, and writing shall be developed in the student's primary language.

(3) Basic skills of comprehending, speaking, reading, and writing shall be developed in the English language.

(4) Subject matter and concepts shall be taught in the student's primary language.

(5) Subject matter and concepts shall taught in the English language.

(6) Attention shall be given to instilling in the student confidence, self-assurance, and a positive identity with his or her cultural heritage.

On the whole, the Title VII program fulfills all six of these components. The state guidelines also state that "the degree of emphasis in each component shall depend on the language proficiency, social, emotional, and achievement levels of the student. Such determinations regarding the instructional program shall be made by school district personnel based on all available information about the students in the program." As far as the Title VII program is concerned the degree of emphasis in each component is justified not only by the language proficiency, social, emotional, and achievement levels of the students; but also by the instructional guidelines of the federal proposal/contract.

Teachers should be aware that students were admitted to the UTSA-S.W.I.S.D. bilingual program during the Fall semester of 1981 for a three year period. They were admitted on the basis of their Language Assessment Scales' (LAS) scores and parental approval. Dr. Jacobson urged all teachers and aides to become better acquainted with the state's guidelines. To facilitate this he stated he would see to it that each person received a copy. As teachers are questioned by the state auditors they should be able to relate federal guidelines to the state plan. If the question should arise at Indian Creek, why you are not teaching science in Spanish, a possible response could be that state guidelines say that the teaching of content depends on the proficiency level of the student. Our students have learned English well enough to handle science and math concepts in English.

The Title VII program complies with the basic requirements of the state plan and goes even further to provide teachers with bimonthly inservice sessions and copious amounts of supplementary classroom materials.

The staff meeting was adjourned at 11:00 a.m. by Dr. Jacobson. He requested that Ms. Parks edit the staff meeting minutes. The workshop began at 11:30 a.m. after a thirty minute lunch break. The following staff members remained: Ms. Rosa Canada, Ms. Rosario Torres, Ms. Mary Randle, and Ms. Corine Drumm.

Teacher-Aide Contracts

Copies of the job descriptions for both project teachers and aides were disseminated as well as a form developed by Ms. Irma Campesi, S.W.I.S.D. Administrative Assistant, which details how a teacher should work with an aide. The basic responsibilities of a classroom aide include assisting the teacher in the performance of clerical duties and in reinforcing concepts/skills that have already been taught by the teacher. The aide is to be treated as a co-worker and a professional. Teachers should take time to confer with the aide regarding plans for daily activities. Ms. Ramos and Ms. Garza have an exceptional working relationship which is based on a compatible blending of their personalities, professional experience, and putting the children's needs first.

The teacher is held accountable for what goes on in her classroom. At all times she is considered the instructional leader. Even when the aide is to be videotaped, it is the teacher's responsibility to assist the aide with the writing of a detailed lesson plan. In those instances where the aide is experienced enough to write her own plan, she is still obligated to confer with the teacher on the selection of the topic and appropriate instructional activities. Ms. Canada raised a question regarding the lesson plans for videotaping sessions, how detailed should they be? Ms. Parks responded by stating that she would like to see or to have the lesson explained to her in detail, e.g. What are your objectives? How are you going to start the class? What visuals will you be using? Will you have worksheets or handouts for the students? In other words, Ms. Parks indicated that twice a month teachers should have a detailed plan. Otherwise what is written in the teachers' lesson plan books would suffice. The same is expected of the aides. Ms. Canada sought clarification on the issue of whether this plan should be written. Ms. Parks explained that it is crucial that she and Ms. Randle write down which language (Spanish or English) they will use to start the lesson and why and when they will codeswitch. At this point Dr. Jacobson mentioned that he would elaborate further on how to prepare for the videotaped lesson during the workshop portion of the meeting. Ms. Parks stated that the rationale for requesting a written plan is that difficulties can be resolved prior to filming. This helps to ensure a smoother delivery and results in fewer criticisms during the inservice session. Ms. Canada intimated that it might be difficult for her to give reasons why she would move from one language to another since it is so automatic (unconscious). Dr. Jacobson stated that as of now Ms. Canada must make an effort to use the New Concurrent Approach (NCA) which means that switching from one language to another must be the result of consciously planned and educationally justifiably reasons. He again stated that this would be covered during the workshop presentation.

Ms. Parks asked each teacher and aide to formulate a teacher-aide contract which would specify duties, responsibilities, and expectations for the coming year. This should be written and agreed upon no later than October 14.

Inventory - Purchase Orders

Large amounts of supplementary classroom materials have been purchased during the first two years of the project. These materials have been inventoried by classroom and appear on itemized lists. Teachers and aides are responsible for keeping track of all the materials which they inherit from last year's teachers as well as for the materials which they order this year. Inventory lists may be adjusted to allow for transfers between project teachers.

Teachers were informed that they could submit orders for materials this month. Specific procedures on how to place orders were discussed. Ms. Ramos and Ms. Randle indicated that they would like a carpet remnant for their second grade classrooms. Since this September meeting these teachers have been asked to select their own carpet and submit the orders to Ms. Parks who will then have them processed at UTSA. All teachers were advised that another official inventory will be conducted during the month of January.

Internal Evaluation Report

During the summer of 1983 Dr. Kenneth Wunderlich submitted an internal evaluation report regarding the project. The report is based on test scores, class room observations, discussions with the external evaluators, and so on. According to Dr. Wunderlich "the second year of the project can be described as very satisfactory so far as staff training, building administrative support, and day to day proceedings. The project without viewing student results is meritorious because of the nature of the model of implementation in which University faculty interface with public school teachers and students sharing in administrative and procedural tasks where such a relationship had not previously existed." In the report, Dr. Wunderlich also stated that the teacher aides were an asset to the setting because of their training, maturity, and capabilities. Statistical information is tabulated and conclusions are drawn regarding student performance. Dr. Jacobson chose to interpret the results of the report at the meeting rather than pass out copies of it because of the highly technical jargon and statistical computations.

The report indicates that the separation of the two languages seems to lead to a greater sophistication in terms of language usage, but when the subject of mathematics is considered it seems to be of greater benefit to alternate between Spanish and English. However, it is still not clear why this phenomenon appears or whether or not it will continue in this fashion. There is no evidence to support that campus differences are a true explanation of the different type of achievement. In the report, Dr. Wunderlich concludes by stating, "...some patterns are beginning to emerge during the third year of this project which should serve to establish such patterns more readily. The second year of the project has been very successful. The experiences gained in the past two years should enhance the likelihood of a truly outstanding third year to this project. For purpose of continuity no additional measurement techniques are suggested for the final year. The appropriateness of an availability of necessary data for some additional comparisons are being considered. The evaluation of this project at this time remains highly favorable with the project leadership and staff being directly responsible for this along with the cooperating school district. Evidence of student change

Exhibit 3

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

TITLE VII DEMONSTRATION PROJECT IN BILINGUAL INSTRUCTIONAL METHODOLOGY

Workshop
UTSA - MS 3.02.12
September 17, 1983
11:30 a.m. - 2:30 p.m.

(1) The Project's overall program design

(2) Two language distributional approaches

LSA: Discussion and videos (P.M., Science, Grade 1; C.R., Social Studies, Grade 2)

NCA: Discussion and videos (A.G., Music, Grade 1; E.R., Math, Grade 2)

(3) Intra-sentential and inter-sentential codeswitching

(4) NCA as a reflex of community norms

(5) On defining the NCA Method - A system of cues

(6) Coding

(7) Teacher-students dialogs anticipated: the tripartite lesson plan

(8) More video segments

Team teaching: A.G-R.T., Social Studies, Grade 1

Language Arts: C.R., Spanish, Grade 2

Content Teaching: E.R., Science, Grade 2

Exhibit 4a

TITLE VII DEMONSTRATION PROJECT

CLASSROOM OBSERVATION FORM

Teacher/Aide: _____ Date: _____

School: Indian Creek _____ Sky Harbour _____

Grade: 2nd. _____ 3rd. _____ VHS Numbers: _____

Subject: _____ Language: English _____

Time: _____ Spanish _____

OBJECTIVES:

CONCEPTS/SKILLS BEING TAUGHT:

EVIDENCE OF PRESENTATION:

MATERIALS/TECHNIQUES USED:

TEACHER/STUDENT INTERACTIONS:

EVIDENCE OF LANGUAGE USAGE:

COMMENTS/RECOMMENDATIONS:

Exhibit 4b

DATE: _____

TIME: _____

STARTED: _____
ENDED: _____

TITLE VII DEMONSTRATION
FUNCTIONAL LANGUAGE USE OBSERVATION INSTRUMENT
SKY HARBOUR ELEMENTARY SCHOOL

OBSERVER _____
TEACHER _____
LESSON _____
TOPIC _____

## FUNCTIONS

### OPENING:

Teacher signals beginning of lesson.

### CLASSROOM STRATEGIES:

Explanation/Presentation
Review
Conceptual Reinforcement
Capturing of Attention
Approval
Disapproval

### CURRICULUM:

Language Appropriateness
Topic
Text

### LANGUAGE DEVELOPMENT:

Variable Language Dominance
Lexical Enrichment
Translatability

### INTERPERSONAL RELATIONSHIPS:

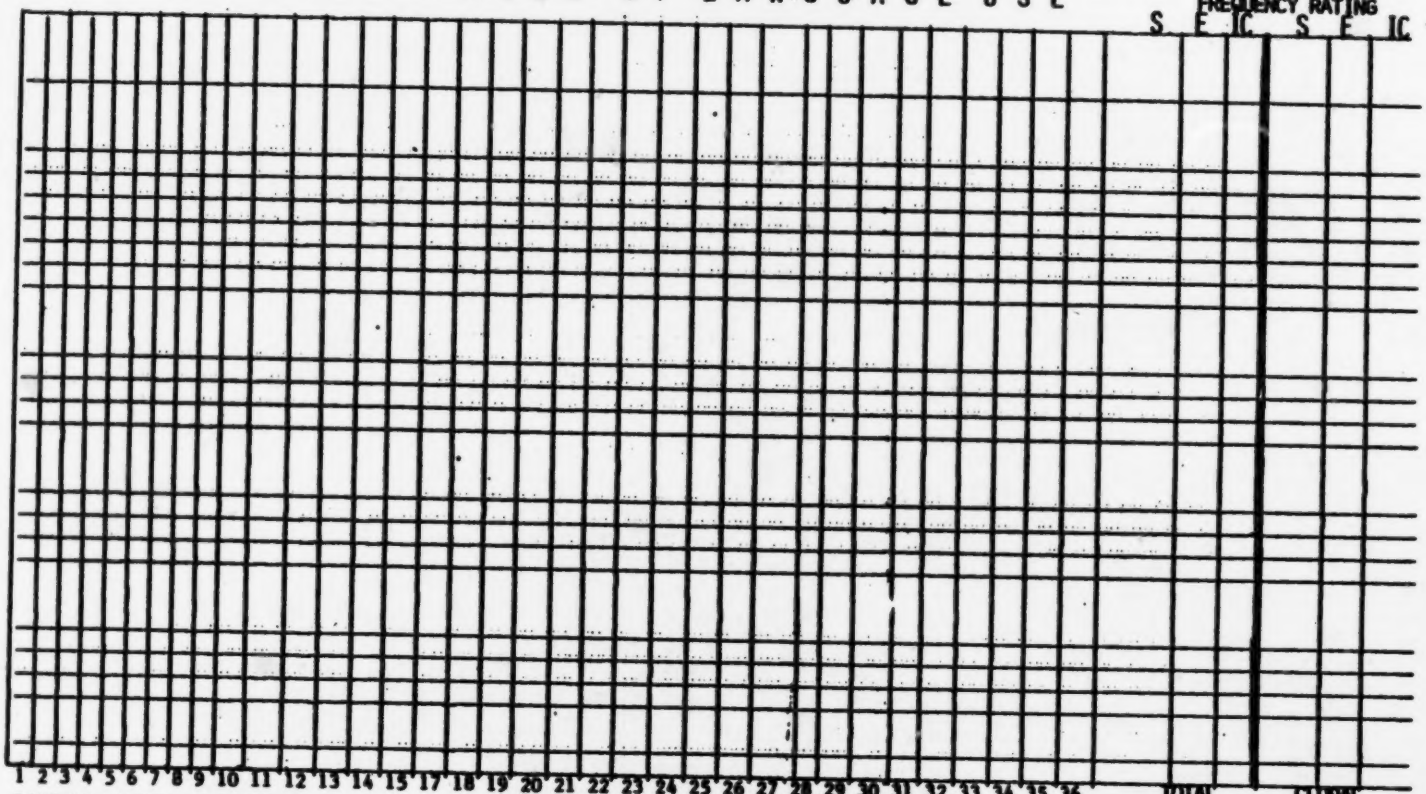
Intimacy-Formality
Courtesy
Other: _____

### TERMINATION:

Teacher signals end of lesson.

### COMMENTS:

OCCURRENCES OF LANGUAGE USE




LANGUAGE CODES
English=E
Spanish=S
Intrasentential=IC
Codeswitching

RATINGS:
4/5 -Distinguished/native speaker
3 -Professional proficiency
2 -Limited working proficiency



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Exhibit 4c

TITLE VII DEMONSTRATION PROJECT

TEACHER/AIDE FUNCTIONAL LANGUAGE USE OBSERVATION INSTRUMENT
SKY HARBOUR ELEMENTARY SCHOOL
Page Two

OBJECTIVES:

CONCEPTS/SKILLS BEING TAUGHT:

EVIDENCE OF PRESENTATION:

MATERIALS/TECHNIQUES USED:

TEACHER/STUDENT INTERACTIONS:

EVIDENCE OF LANGUAGE USAGE:

COMMENTS/RECOMMENDATIONS:

Exhibit 4d

TITLE VII DEMONSTRATION PROJECT

TEACHER/AIDE SELF-EVALUATION FORM

Teacher/Aide: _____ Date: _____

School: _____ Grade/Subject: _____

OBJECTIVES:

WERE THEY MET?

HOW DID LESSON GO WELL?

HOW DID LESSON NOT GO WELL?

CHANGES YOU'D MAKE:

SUGGESTIONS/GOALS:

Exhibit 5a

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
512-691-4426

COLLEGE OF MULTIDISCIPLINARY STUDIES
Division of Bicultural-Bilingual Studies

TITLE VII DEMONSTRATION PROJECT IN BILINGUAL METHODOLOGY

Project Staff Meeting
Sky Harbour Elementary
2:15 p.m. - 3:45 p.m.
May 25, 1982

I. Participants in the Project Evaluation

II. Mutual commitment between project administrators and teaching staff

III. Self-monitoring the support to the project

IV. Overview of 1981-1982

V. Aspects in need of upgrading

1. Teacher in-service training
2. Class preparation
3. Literacy skills in two languages
4. Guidance in language choice by teacher
5. Academic achievement
6. Stability of population
7. Parental commitment

VI. Conclusion

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
512-691-4426

COLLEGE OF MULTIDISCIPLINARY STUDIES
Division of Bicultural-Bilingual Studies

TITLE VII DEMONSTRATION PROJECT
IN BILINGUAL METHODOLOGY

Project Staff Meeting Minutes
May 25, 1982

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The Title VII Project Staff met on May 25, 1982 at 2:15 p.m. in the cafetorium of Sky Harbour Elementary School.

The following staff members were present: Ms. Mary Arzola, Mr. Ponciano Martinez, Ms. Irma M. Garza, Indian Creek Elementary School; and Ms. Rosario Torres, Ms. Martha Escobar, Ms. Mary Vasquez, and Ms. Enedina G. Ramos, Sky Harbour Elementary School. Also present were Ms. Paula G. Parks, program coordinator and Dr. Rodolfo Jacobson, project director. Unfortunately, Ms. Audelia Gaitán, kinder teacher, Indian Creek Elementary School was unable to attend.

Dr. Rodolfo Jacobson opened the meeting. He stated that he was grateful for the work that had been accomplished within the past few weeks, in particular the testing of kindergarden and 1st grade students. The reason the Spanish version of the Woodcock Language Proficiency Battery had been scheduled so close to the end of the academic year was not because of a lack of foresight, but rather because of a delay in shipping by the Teaching Resources Corporation.

PARTICIPANTS IN THE PROJECT EVALUATION

During the first year many persons have participated in providing feedback on the Title VII Project, namely the Project administrative staff, principals, parents, the Project teachers and aides. Dr. Jacobson reported that we have a formal evaluation report from Dr. R. Padilla, external evaluator, and are expecting reports from Dr. J. Huerta and Dr. K. Wunderlich. He also reported that he had recently visited several universities throughout four states: California, Colorado, Iowa and Michigan. The purpose of the trip was to show the videotape of classroom performances and to get feedback. Dr. Jacobson stated that he is in the process of preparing a commentary of his travels.

MUTUAL COMMITMENT BETWEEN PROJECT ADMINISTRATORS AND TEACHING STAFF

There exists a give and take relationship between Project administrators and teaching staff that rests on mutual commitment and respect. Dr. Jacobson stated that he appreciated the extra work, time and effort that the teachers and aides have expended into making the Project a success. By the very nature of the Project, the teaching staff is expected to do a little more than is required of other school district personnel. The Title VII federal funds from Washington enable Dr. Jacobson to compensate the Project teaching staff and provide them with certain advantages that other teachers in the district are not receiving. Those advantages are: weekly inservice training sessions, additional undergraduate or graduate courses; video taping sessions which allow for self-observation and self-critique, additional classroom equipment and furniture, large quantities of supplementary materials, and the opportunity for teachers to attend a statewide scholarly conference.

Inaddition to the commitment of extra time, energy and effort, the Project staff is expected to: (1) have an indepth knowledge of the instructional design of the Project, (2)thoroughly prepare for classroom presentations, and (3) identify appropriate classroom materials. Dr. Jacobson regretted the fact that red tape at UTSA and SWISD had caused many of these materials to arrive late to teachers and aides.

SELF-MONITORING SUPPORT TO THE PROJECT

Dr. Jacobson requested that each person present at the meeting including himself, the program coordinator, and teachers and aides ask themselves the following questions: (1) Is there something that you should have done for the Project, but didn't do? (2) Have you been excessively difficult in allowing for additional time outside of school hours? (3) Have you actually devoted enough time to preparing your classes along Project guidelines, and (4) How much time have you taken to read the materials on the two bilingual methodologies which were passed out at the beginning of the year?

The floor was opened for comments and reactions. Enedina G. Ramos expressed concern over the way orders for supplementary materials had been processed by SWISD. Dr. Jacobson stated that he was in full agreement with her statement, however it was a matter of uncontrollable circumstances that materials ordered in the fall did not arrive until the spring. In order to alleviate this situation, the orders for certain materials will be placed this summer at UTSA. We can then expect these materials to arrive at the beginning of the school year when they are needed the most. Dr. Jacobson commented that in the future SWISD, through state appropriations, would probably continue to provide monies for materials and inservice training.

OVERVIEW OF 1981-1982

Dr. Jacobson commented on the current status of the six components of the Demonstration Project. They are as follows: Language distribution, instructional design, awareness phase, staff development, parent involvement and evaluation.

LANGUAGE DISTRIBUTION

Two distinct methodological approaches are being implemented: the Language Separation Approach (LSA) at Indian Creek and the New Concurrent Approach (NCA) at Sky Harbour. The Federal proposal and Project brochure describe the percentages of English and Spanish that are to be used at both schools at the different grade levels. Dr. Jacobson is aware that the teaching staff has implemented these methodologies to the best of their knowledge. However, some upgrading is needed especially in the implementation of the NCA method. This will be a priority for next school year.

INSTRUCTIONAL DESIGN

This category refers to the hiring and placement of teaching staff. Dr. Jacobson praised the aides for the good job that each one has done. He stated that he had received many favorable comments about their classroom performance and their overall positive attitude. Certain minor changes regarding teacher placement have been made and were included in the continuation proposal. It has been decided that the two kindergarten teachers will move up to the second grade. At the end of the second year, Dr. Jacobson will decide whether or not new teachers will be assigned to work in the Project. He emphasized the importance of remaining flexible.

AWARENESS PHASE

This category refers to disseminating information about the Project to the public. Dr. Jacobson reported that the teachers had participated in the annual statewide bilingual conference in Kingsville, Tx; and that Paula G. Parks had made an excellent presentation at the San Antonio Area Association for Bilingual Education (SAAABE). Dr. Jacobson also commented that he continues to write articles and to travel to conferences and universities on a national basis to disseminate information about the implementation of the two methodological approaches. He recently had an article published in an anthology which he would like to share with staff members. He received much positive and constructive feedback from his travels to California, Colorado, Iowa and Michigan based upon the showing of the videotape and discussion about the Project. Dr. Jacobson said that he would share some of the comments and criticisms with staff as he talked about point five on the agenda-Aspects in need of upgrading.

Dr. Jacobson reported that he had been invited to a language assessment conference in Chicago at the end of June to speak about the Project from the viewpoint of language development. Future plans include: presenting at a conference in Virginia in October and disseminating information about the Project on five or six university campuses on the east coast. These campuses may include Columbia University and the University of New York. Dr. Jacobson indicated that at some point in the future, after the termination of the Title VII Demonstration Project, he may apply for Federal funds to operate an exemplary program which would be based upon implementing the concurrent approach in several U.S. school districts.

STAFF DEVELOPMENT

Dr. Jacobson explained that at the beginning of the school year the weekly inservice meetings were scheduled for approximately two hours. One of the Project machers was concerned about the length of time. It was then decided to cut the meetings to one hour and fifteen minutes. It is now apparent that some persons are not able to comply with this arrangement. The following question was posed: Are staff members capable of organizing their weekly schedules so that they can be available for more than just forty-five minutes? Dr. Jacobson also brought up the issue concerning a weekly Spanish language practice session. This session will only be possible if staff members are willing to devote the additional time. P.G. Parks suggested that if staff members were more task-oriented perhaps the goals could be accomplished in a short meeting rather than a long one. Dr. Jacobson made a suggestion and then asked staff members to think about it during the summer. The suggestion was as follows: Dr. Jacobson and Ms. Parks could view the weekly videotape of classroom performance, prepare comments and recommendations, and then discuss these results with the participating teachers and aides.

This discussion prompted M. Arzola to ask the question of what exactly are the duties and expectations of the Project aides. She stated that some aides are expected to teach in the classroom and others are not allowed to teach. She mentioned that guidelines would be extremely helpful in resolving this situation. E.G. Ramos agreed with her comments and added that it would also be helpful to have an outline of the duties and responsibilities for each of the persons involved in the Project, for example, director, coordinator, interna. and external evaluators, teachers, aides and principals.

Responding to the question on the duties and expectations of the teaching staff, Dr. Jacobson stated that the certified classroom teacher has responsibilities for the language development of the children, for making careful and thorough class preparation, and for delegating activities to their aides in an efficient and professional manner. The implementation of certain classroom details is the responsibility of the aides, in addition to some classroom teaching. Dr. Jacobson emphasized that the relationship between teachers and aides must be a productive one. There must be a team effort. If the teacher is careful and conscientious enough about class preparation, the responsibilities of both the teacher and the aide will be included in the lesson plans.

The need was expressed to have written guidelines regarding the duties and responsibilities of the Project aides. Dr. Jacobson asked the teaching staff to write a two page paper during the summer on the teacher and aide as a team. The paper should contain ideas on how this team can work effectively and realistically in a classroom setting. This summer assignment plus the Project job description for aides, and the Title I job description for aides can become the basis for developing a composite picture of what the roles of the teachers and aides should be. These guidelines would be flexible enough to allow for individual differences and teaching styles, but can supply the needed structure for achieving the optimal integrated involvement of teachers and aides.

PARENT INVOLVEMENT

Dr. Jacobson stated that he has been pleased with the numbers of parents from both Sky Harbour and Indian Creek who have participated in Project activities. Plans for next year include: involving even more parents and organizing a staff parent planning committee. We may want to consider having an enthusiatic parent take a leadership role in this committee. Paula G. Parks reminded teachers to submit a list of parents who have contributed to the Project within the past year. Certificates of appreciation will be mailed to them sometime next week.

EVALUATION

This component of the Project was previously discussed in the section entitled Participants in the Project Evaluation and discussed throughout the meeting. Dr. Jacobson stated that to date, the evaluation consists of a summary of what different educators have said as a reaction to his presentations and from actual classroom observations. During the summer, Dr. K. Wunderlich, internal evaluator, will prepare an evaluation report based on statistical data i.e., interpretation of raw test scores.

ASPECTS IN NEED OF UPGRADING

Based upon the professional comments and reactions of the participants in the project evaluation, Dr. Jacobson listed several areas that were in need of upgrading.

(1) The topic of teacher inservice training was mentioned earlier in reference to the need for teachers and aides to develop a more thorough understanding of the two bilingual methodologies, especially the concurrent approach. Some of the reactions on the videotape presentation centered on the old-fashioned teaching approach of large group instruction. The teaching staff needs to upgrade their classroom management skills by utilizing various instructional approaches which on based on the students' learning styles, for example, small and large group instruction, learning centers and individualized instruction.

(2) Class preparation must be improved upon. Teachers should have a clearer notion of their short and long range objectives. Knowledge of what is to be accomplished on a given day or given class subject and the use of appropriate materials are crucial factors in effective classroom teaching. Dr. Jacobson reiterated the fact that he and Paula G. Parks serve as resource persons and should be called upon to assist the teaching staff in achieving classroom objectives.

(3) In the Federal proposal Dr. Jacobson stated that the students participating in the Project would develop literacy skills in both English and Spanish. During the first program year there was some difficulty in identifying and procuring the needed textbooks. The SWISD is supplying bilingual teachers with the Economy series of Spanish readers. If this series is not adequate, Dr. Jacobson suggested that the teaching staff should let him know so that other texts may be purchased with Project monies. The promise to teach children to read and write in both languages must be accomplished.

(4) From repeated viewings of the videotapes, it has become apparent that in some instances it was the students who were responsible for the choice of language in a given classroom situation. The teachers and aides must develop more control in classroom situations of when it is appropriate to use Spanish or English. When using the LSA method, language choice is determined by the subject matter. When using the NCA method, language choice is governed by planned alternation which uses a system of cues.

(5) The academic achievement of the students is another important consideration. Classroom instructional goals should be parallel in both languages. Whatever your goal is in English should also be your goal in Spanish.

(6) In his written evaluation report, Dr. R. Padilla, external evaluator, made reference to the instability of the school population. This is not a factor that can be controlled, however, Dr. Jacobson suggested that next year teachers keep detailed records of children. In particular, dates of enrollment and withdrawal, and the number of days students are absent from school. This information will be very useful to Dr. K. Wunderlich, internal evaluator, as he attempts to describe the patterns of student inflow and outflow in both schools.

(7) The issue of parental support and commitment was brought up by one of the seminar participants in Boulder, Colorado. More specifically, to what extent do the families utilize and/or support the language separation approach and the concurrent approach. Dr. Jacobson reiterated the importance of the parents involvement component. Next year we must gather more information on how the parents feel about both methodological approaches and if one approach more than the other typifies what is being used in each household.

CONCLUSION

Dr. Jacobson concluded the meeting by saying that the first year (1981-1982) has been a good one especially when one considers that all that has been accomplished to date was done in a period of six months (November through May discounting vacation days). He also mentioned that next year the Project is being funded at a slightly higher level than was requested last year and that final teaching assignments will come from SWISD principals and superintendent. There were no further discussion, comments or questions. Dr. Jacobson requested that Paula G. Parks, program coordinator, prepare the minutes of the meeting. The meeting was adjourned at 3:45 p.m.

Exhibit 5b

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
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(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

Title VII Demonstration Project in Bilingual Methodology

Project Staff Meeting
Indian Creek Elementary
2:45 p.m. - 4:25 p.m.
May 12, 1983

INTRODUCTION

1.0 Testing and evaluation

- 1.1 Woodcock-Johnson
- 1.2 District SAT Testing
- 1.3 Dr. K. Wunderlich
- 1.4 Dr. G. Gonzalez and Dr. R. Padilla
- 1.5 Ms. M. Walschak

2.0 Professionalism of Project Staff

- 2.1 Teachers
- 2.2 Aides
- 2.3 Children's academic achievement
- 2.4 Project as first priority
- 2.5 Teacher-aide relationship

3.0 Overview of 1982-83

- 3.1 Language distributional stategies
- 3.2 Classroom structures
- 3.3 Dissemination of information
- 3.4 Staff development
- 3.5 Staff continuing education
- 3.6 Materials and Inventory
- 3.7 Parent involvement
- 3.8 Project - School administration
- 3.9 Audiovisual assistance
- 3.10 Acknowledgment of staff efforts

4.0 Third year of implementation

- 4.1 Literacy skills in both languages
- 4.2 Toward greater active bilingualism
- 4.3 Demo-ethnographic research
- 4.4 Future of parent involvement

CONCLUSIONS

Title VII Demonstration Project in Bilingual Methodology

Project Staff Meeting Minutes
May 12, 1983

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On May 12, 1983 the final Title VII Project staff meeting for the academic year was called to order by Dr. Rodolfo Jacobson at 2:45 p.m. at Indian Creek Elementary School. The following staff members were present: Ms. Mary Arzola, Mr. Ponciano Martínez, Ms. Irma Garza, Ms. Cecilia Ramos, Indian Creek Elementary School; and Ms. Rosario Torres, Ms. Audelia Gaitán, Ms. Mary Vásquez, Ms. Enedina Ramos, Sky Harbour Elementary School. Also present were Ms. Paula G. Parks, program coordinator and Dr. Rodolfo Jacobson, project director.

The purpose of the meeting was to objectively assess what had been accomplished during the academic year 1982-1983 as well as what remains to be done during the coming year.

TESTING AND EVALUATION

The English and Spanish versions of the Woodcock Language Proficiency Battery were implemented in February and April respectively and all test booklets were then turned over to Dr. Kenneth Wunderlich, internal evaluator. Dr. Wunderlich was informed that the project administrative staff is interested in receiving an early analysis of the data which will measure the effectiveness of the two bilingual instructional methods over a two year period. His analysis will be based on test scores from the Woodcock Language Proficiency Battery, the Stanford Achievement Tests (SAT) which are administered by the district, and from notes taken during visits to the comparison and treatment schools. Informally Dr. Wunderlich has stated that the project is better organized this year in terms of language distribution patterns and in the overall effectiveness of the aides, teachers, and program coordinator.

However, Dr. Jacobson emphasized the need for improvement in the area of test-taking skills on the part of the children and test administration procedures on the part of the teachers. Some of the SAT scores were lower than had been anticipated. Dr. Jacobson stated that because there are so many variables it is difficult to pinpoint the exact reason for this. It might be that in view of the many testing instruments that were implemented during the second semester the children may have reached the point where their responses no longer reflected their actual knowledge. There is also the case where some teachers devote more time to one subject matter than to another. It was suggested that at the beginning of the third year of the project the teachers should make a concerted effort to expose the children to all the ideas, issues and concepts that the various standardized tests evaluate in order to contribute to an increased understanding and better test scores whenever we are ready to administer those instruments in the spring semester. It was also mentioned that the third grade project teachers would be responsible for administering the Texas Assessment of Basic Skills (TABS) to their classes during the 1983-84 academic year. Great care needs to be taken in scheduling these various tests so that student "burn-out" will not occur.

Another important aspect of evaluation is the site visit made by our external evaluators, Dr. Gustavo González of Texas A&I University and Dr. Raymond Padilla of Arizona State University on April 29, 1983. Both evaluators are nationally recognized scholars in the field of bilingual education. As of May 12th only one of the site visit reports had been received, that of Dr. Gonzalez. Dr. Jacobson read to the project staff part of his report:

> CONCLUSIONS AND RECOMMENDATIONS. "First of all, the project staff, especially the project director and the project coordinator, deserve praise for the manner in which they have conceptualized, organized, and implemented the project. It was obvious from our brief visit that the project was operating smoothly, that there was great rapport between the instructional staff (teachers and aides) and the project administrative staff. (There were reports of initial friction between the other teachers and the project teachers, but this seems to have dissipated.) Principals at both schools have cooperated fully with the project, and this observer hopes that they continue to provide bilingual instruction for their growing LEP population after the termination of the project.
>
> One area of vital interest that we were unable to examine because of the timing of the visit was the data collection procedure and results. According to the internal evaluator, the data have been collected but are not yet analyzed. Results should provide some indication on which of the two approaches is the more effective. It is entirely possible that both will be found to be equally effective. This should not be viewed with discouragement or alarm, but with optimism. Such results would suggest that alternate methodologies within bilingual education can be effective with LEP children. The results, whatever they may turn out to be, will add significantly to our knowledge of the practice of bilingual education.
>
> Perhaps the greatest concern involves not the project itself, but the continuation of bilingual instruction beyond the project expiration date. Dr. Jacobson has done an admirable job of disseminating information on the design, implementation, and progress of the project. Through brochures, conference presentations, and visits to major research universities, he has generated a great deal of interest in the project and the schools being served by it. It would be a shame if all this labor would result in nothing more than a three-year experiment. It is my hope that the administrators in the Southwest Independent School District see enough merit in either of the two methods being tested to continue bilingual instruction in the schools, and to consider expanding bilingual education to other grades and other campuses."

Dr. Jacobson stated that he feels Dr. Padilla's report will be equally positive since he was informed by him that he had observed tremendous growth.

During the spring semester Ms. Melissa Walschak conducted a research study with the parents, teachers, and children of the Title VII Demonstration Project as part of the requirements for her University of Texas at Austin dissertation. The purpose of the study was to determine through a series of questionnaires the current language attitudes in the educational community. Ms. Walschak was successful in getting an 85% return from one school and an 80% return from the other school. Composite data on the results are forthcoming and should serve to enhance our understanding of the community's perception of bilinguality and bilingual education.

PROFESSIONALISM OF PROJECT STAFF. At the staff meeting Dr. Jacobson posed the following rhetorical question: To what extent is a project teacher really familiar with the philosophy of this project and to what extent does his/her performance reflect that understanding? Dr. Jacobson answered this question by stating that, in general the project staff has made much progress from last year to this year. He has observed in all the classrooms that there is more of an understanding of the philosophy of the project and of the two methodological approaches: the Language Separation Approach (LSA) and the New Concurrent Approach (NCA). In regards to NCA what has varied over the year has been the ratio of alternation between the two languages. The ratio has ranged from too much time being spent in both English and Spanish to not enough time being spent in either of the languages. However, towards the end of the first semester the teachers in the treatment school were successful in grasping the idea of the acceptable duration or stay in each language. The lessons chosen for the demonstration tape illustrate this quite well.

Equally necessary is the familiarity of the aides with project philosophy and the appropriate teaching method. In order for an aide to serve or to cooperate with her teacher she must fully understand what the whole project is about. In addition to the on-campus videotaping and inservice meetings, specific training was provided to the aides in both schools by the program coordinator on a weekly basis from September to December. On January 25 Dr. Jacobson conducted an inservice training session for the aides of the treatment school at UTSA. From the second semester on classroom aides showed a marked improvement in the comprehension of the appropriate teaching methodology and lesson planning skills. Dr. Jacobson reiterated that from the viewpoint of philosophy and implementation both teachers and aides have made tremendous progress. In order to ensure the children's increased academic achievement, teachers must adapt their teaching styles to accomodate project children's learning styles. Dr. Jacobson reminded teachers that they need to become less conservative in their teaching approaches by substituting the traditional lecture situation for more innovative strategies which would emphasize oral language development. He reported the results of some work with audiotaped classes which was used as the basis for a paper presented in Montreal. He discovered a tremendous gap between how much the teacher talks and how much the child talks: 88% of the talk was the teacher's and 12% was the child's. Ms. Parks suggested that an appropriate time to explore the issues of learning styles, teaching styles, and innovative teaching strategies would be during the August inservice. She mentioned that during the 1982-83 school year both teachers and aides had successfully incorporated the use of small group and team teaching strategies. Next year the goal would be to expand teachers' repertoires to include: peer tutoring, role playing, inquiry methods, stress reduction methods, and individualized instruction.

Last year the SWISD main office granted the Title VII Project only a half day for orientation purposes at the beginning of the year. Since the staff feels that more time is needed, Dr. Jacobson is planning to make available comparable funds so that teachers and aides might be paid for attending an orientation meeting in August at UTSA. This would allow the project staff an opportunity to receive training in the above mentioned areas. It was agreed that this meeting would be held on Friday, August 19, 1983.

Teachers and aides were reminded that the success and smooth operation of the project should be our first priority. Personal problems should always be left at home. Whenever human relations problems or frictions arise that cannot be solved immediately by the parties concerned, they should be communicated to the program coordinator as soon as possbile. Another issue that was discussed was absence from work. Dr. Jacobson requested that project staff refrain from being absent unless it was absolutely necessary.

OVERVIEW OF 1982-1983. Dr. Jacobson cautioned project staff that classroom activities should always be well planned and executed in terms of language distributional and pedagogical strategies. This comment was made in response to a statement from a SWISD administrator who felt that the program was only a showpiece and that effective teaching only occurred when either the director, coordinator, or video camera was present. He stated that the project needs to work toward reducing/eliminating negative feelings that some people in the district may still have in regards to bilingual education.

Major changes will occur in classroom assignments for the upcoming school year. Ms. Audelia Gaitán, Ms. Enedina Ramos, and Ms. Mary Vásquez from Sky Harbour Elementary School have resigned from the project effective May 28, 1983. Decisions regarding the hiring of new personnel and grade assignments for next year will be made by SWISD superintendent, Mr. Bennie Steinhauser. Dr. Jacobson stated that he would make every effort to have teachers placed in the grade of their choice.

The dissemination of information refers to the development of descriptive literature and the delivery of papers or presentations of progress reports at scholarly conferences. During the 1982-83 academic year Dr. Jacobson has made presentations at the following institutions of higher learning:

University of Maryland - College Park
University of Pennsylvania in Philadelphia
Ohio University in Athens
State University of New York at New Paltz
City University of New York
University of Illinois at Champagne-Urbana
Texas A&I University

He also presented at several professional meetings:

National Association of Bilingual Education-Washington, D.C.
American Educational Research Association-Montreal, Canada
San Antonio Area Association of Bilingual Education-San Antonio, TX.

His next presentation will be in Chicago in June with the Language Assessment Institute and Fort Worth in October with the South Central Modern Language Association.

Dr. Jacobson stated that project staff members are definitely acquiring recognition through his travels. Because of this type of exposure Ms. Enedina Ramos, second-grade teacher, has been accepted as a doctoral student at the University of Iowa. She will also serve as a teaching fellow in a bilingual methods class.

Dr. Jacobson explained that during the first year of the project staff development meetings were scheduled for approximately two hours. During the second year at the request of project staff, these meetings were shortened to one hour. Dr. Jacobson noted that as a rule when teachers and aides were asked to critique their lessons they would have very little to say. He felt that some kind of solution is called for whereby staff members would feel less rushed and more productive in terms of classroom analysis and suggested that we return to longer meetings. The floor was opened for comments and reactions. Mr. Martinez stated that one hour is enough time to view and critique the videotaped lessons, but what normally happens is that we spend too much time on one person and then don't have enough time for the other persons to watch and critique themselves. Ms. Garza agreed with him by stating that it is difficult to evaluate yourself if you don't get an opportunity to see very much of your videotaped lesson. Ms. Arzola raised the issue of not knowing how to objectively analyze one's performance in a teaching situation. Dr. Jacobson suggested an alternative plan. The plan was as follows: Dr. Jacobson and Ms. Parks could view the weekly videotape of classroom performance and make a preliminary selection of portions that lend themselves for discussion. Then a two-hour meeting once a month could be held on each campus. This would allow for one hour of replay and one hour of discussion. Ms. Parks reacted to this suggestion by stating that she has a preference for a shortened meeting twice a month on each campus. A time limit could be imposed whereby 7 or 8 minutes of each videotaped lesson would be viewed and an equal amount of time could be utilized for analysis and self-assessment. It would be important to have a time keeper and for each teacher and aide to make an effort to analyze their own lesson. She also suggested that the topic of classroom analysis should be presented at the August inservice so that all staff members can come to terms with what it means, how it is to be done, and its relationship to improved teaching techniques. A discussion ensued concerning how videotaped portions might be selected. Mr. Martinez suggested that we replay each tape focusing on the beginning, middle, and end of each lesson. Ms. Arzola reiterated that the problem is not how to select videotaped portions of classroom activities, but rather how to objectively analyze what has taken place and why. Dr. Jacobson presented another plan. Instead of viewing selections from all four persons at a single meeting, we could perhaps limit ourselves to two classes - the teacher of grade 2 with the aide of grade 3. Then the following meeting (two weeks later) we view the classes of the 3rd. grade teacher and the 2nd. grade aide. Staff members were asked to give these issues some thought over the summer and to come prepared to discuss them in August.

Project staff members were reminded that the program coordinator works with the teachers in curricular matters and in specific lesson planning for videotaping sessions and that the teacher <u>should</u> work with their aides to assist them in their lesson planning. According to the district's guidelines, "the teacher, not the aide, is accountable for the educational practice in the classroom; however, the teacher may delegate to the aide the performance of teaching-learning responsibilities which are based on specific instructional plans <u>under the supervision and direction of the teacher</u>, and consistent with the competencies of the aide." Much improvement is needed in this area in at least three of the four project classrooms. Teachers should also strive to maintain a mature, professional relationship with their aides.

There is an imbalance of academic effort among project staff members. Some members have worked very hard and have accumulated an impressive number of college credits and others have done very little. Dr. Jacobson requested that each staff person whether they are remaining or leaving submit a copy of his/her transcript to him by June 30. This information will be forwarded to our program officer in Washington to inform her of the extent we have complied with this part of the project.

Dr. Jacobson urged staff members to consider where we stand in matters of supplementary materials. Have the materials that were purchased been cost efficient and properly utilized? Are there other items which they would like to order? Ms. Arzola asked if there were monies available to purchase consumables such as crayons, masking tape, pencils, and so on. Dr. Jacobson responded affirmatively and requested that Ms. Parks place an order for the 83-84 academic year.

Ms. Parks explained the procedures for inventory. She asked teachers and aides to make sure that all equipment such as tables, chairs, globes, kits are labeled and boxed. These are to be stored in filing cabinets or closets in each teacher's room. Audiovisual machines such as record players, cassette recorders filmstrip projectors, and headsets will be taken to UTSA for cleaning and repair. All materials that have been ordered for the 1982-83 school year are listed by individual teacher. Once the program coordinator and the teacher/aide have gone through this list both teacher and aide will be asked to affix their signatures to a statement which specifies that all materials are accounted for and that they will be left in the classroom for the use of the incoming teacher. Copies of the inventory lists will go to both principals and to Ms. Irma Campesi, SWISD administrative assistant.

Dr. Jacobson reported that this year there have been two aspects to our parent involvement component: (1) monthly meetings and (2) the mother's day program. The monthly meetings were characterized by poor attendance and the mother's day program was attended by approximately two hundred people. Dr. Jacobson indicated that this tells us that parents prefer a social gathering where they are able to watch their children perform. Some type of compromise situation is called for which might be both school-oriented and social. Ms. Arzola suggested that perhaps we could arrange a conference situation by telephoning about 10 parents and asking them to come to school to discuss the progress of their children. Once they come we could also discuss project-related concerns. Ms. Parks agreed with her suggestion and stated that a key to increased parental support is to solicit their feelings and concerns by giving them opportunities to ask questions about the project and the academic growth of their children. Dr. Jacobson asked everyone present to give this matter some thought during the summer.

According to Dr. Jacobson the project's relationship to the schools and to the central office could be improved. It is not that we experience a conflict, but rather a lack of interest. We are pretty much on our own with what we are doing. Dr. Jacobson also stated that we are doing a good job because we are professionals and not because of any reward or public recognition that we hope to receive.

Mr. Howard Purpura, SWISD media resource person, has been very helpful again this year even though we haven't seen him around. He is a good friend and supporter of the program. This year Ms. Susan Lozano, camera person, has filmed the various classroom activities/lessons. Dr. Jacobson feels that she has made some progress, but could be more creative at times.

At this point in the meeting Dr. Jacobson gave official acknowledgment to Ms. Enedina Ramos and Ms. Gaitán for their work. Both teachers will officially leave the project upon completion of their Masters' Degrees this summer. He also recognized the efforts of Ms. Garza and Ms. Arzola. These teachers and aides have successfully taken a number of college courses while working full time in the project.

THIRD YEAR OF IMPLEMENTATION. Every child has the same right to benefit from the project by becoming literate in Spanish and English and by achieving academically. Through careful planning and coordination the teacher and aide must make every effort to cover the whole class not just the children who do well. Dr. Jacobson had recently conducted interviews with several of the children from Indian Creek and Sky Harbour Elementary Schools. He reported that there are still children who have difficulty in communicating in Spanish. Not because they don't know Spanish but rather because they may not feel too comfortable in Spanish. He commented that we still have those passive bilinguals who understand Spanish but answer in English. However, a large number of the children who were interviewed spoke both langauges well. He urged the project staff to continue working towards the goal of active bilingualism.

Recent financial backing will enable Dr. Jacobson to conduct a research project during the second summer session. He calls the project a Demo-ethnographic study of project parents and children. He plans to develop questionnaires, visit homes, and interview parents in order to gather data on migration patterns, language use, and general attitudinal matters that relate to the program. This study should serve to provide us with more information on how to involve parents during the next school year.

Dr. Jacobson requested that Ms. Parks transcribe and edit the minutes of the meeting. Since there were no further discussion, comments, or questions the meeting was adjourned at 4:25 p.m.

Exhibit 5c

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

TITLE VII DEMONSTRATION PROJECT IN BILINGUAL METHODOLOGY

Project Staff Meeting
Sky Harbour Elementary School
3:00 - 4:00 p.m.
May 24, 1984

INTRODUCTION

I. Evaluation

a. Dr. R. Padilla
b. Dr. A. Benavides
c. Ms. M. Walschak
d. Dr. K. Wunderlich

II. Overview of 1983-84

a. Methodological considerations
b. Dissemination of information
c. Staff continuing education
d. Inventory
e. Parent involvement
f. Audiovisual assistance
g. Other administrative matters
h. Acknowledgment of staff efforts

III. End of Project

a. Instructional staff
b. Children's academic achievement
c. Recommendations for next year

CONCLUSION

Exhibit 6

**THE UNIVERSITY OF TEXAS AT SAN ANTONIO**
SAN ANTONIO, TEXAS 78285
(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

The Title VII Demonstration Project
in Bilingual Methodology

Distribution of Equipment and Materials

May 31, 1984

The University of Texas at San Antonio as fiscal agent of the Title VII Demonstration Project has made available to the Southwest I.S.D. a number of supplementary classroom materials and equipment that, in principle, should be returned to the University. A portion of these materials/ equipment is of little actual use to the University and would be of much greater use to the bilingual teachers of the two schools in which the project was located during 1981-1984. The following listing of materials/ equipment determines what should be left in Indian Creek and Sky Harbour Elementary Schools and what should be returned to the University.

| UTSA | | SWISD | |
|---|---|---|---|
| File Cabinets | (3) | Cassette Recorders | (2) |
| Pushcarts | (2) | Record Players | (4) |
| Filmstrip Projectors w/carrying case | (2) | Headsets & Ear Phones | (4) |
| Cassette Recorders | (2) | Kidney-Shaped Tables | (8) |
| Movie Screens | (2) | Classroom Chairs | (48) |
| Stop Watches | (3) | Chart Stands | (5) |
| | | Globes | (4) |

UTSA

Olympia Typewriter
Typing Stand
Equipment Cart
Tripod
Power Adaptor
Battery Packs
Video Cassette Recorder
Remote Control Unit
Shoulder Strap
Color Video Camera
TV Monitor 19"
carrying case

SWISD

Wall Maps (2)
Spanish Dictionaries (4)
Classroom Clocks (2)
Book Shelves (2)
Records
Filmstrip Kits
Cassettes
Textbooks
Reference Books
Bulletin Board Aids
Educational Games
Assorted Manipulatives
Science Books
Phonics Masters: Steck-Vaughn
Santillana Reading Series: English & Spanish
Assorted Musical Instruments
Barnell Loft Primary Set: Spanish Edition
Math/Science Charts
Assorted Consumables:
posterboard
pens
pencils
crayons
duplicating paper
scissors
numerous masters
art supplies
markers
ditto masters
thermofax masters
manila folders
staplers

In view of the outstanding work done by the project teachers, it is strongly recommended that all materials and equipment left on the two campuses remain in the four classrooms that will be assigned to: Ms. Coriñe Drumm and Ms. Cecilia Ramos (Indian Creek) and Ms. Rosa Canada and Ms. Mary Randle (Sky Harbour).

This distribution is believed to be agreeable to both institutions.

Exhibit 7a

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
512-691-4426

COLLEGE OF MULTIDISCIPLINARY STUDIES
Division of Bicultural-Bilingual Studies

January 18, 1982

Dear

Thank you for attending the Title VII Parent Committee meeting on January 6. Although few other parents joined us that evening, the meeting was productive and we have set the frame for future activities.

Please find the minutes of the meeting here attached. We also wish to remind you that you selected to be a member of Parent Committee___: _____ . We will schedule a meeting of your Committee in February and we will notify you of the place and date of the meeting in early February.

Thank you for your assistance.

Cordially,

Rodolfo Jacobson
Project Director

RJ/mg

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
512-691-4426

COLLEGE OF MULTIDISCIPLINARY STUDIES
Division of Bicultural-Bilingual Studies

18 de enero de 1982

Estimado

Gracias por asistir a la reunión de la Junta de Padres de Titulo VII. Aunque sólo pocos padres asistieron, la reunión fué productiva y hemos sentado la base para actividades futuras. Acompañamos la presente con las minutas de la reunión (en inglés). También deseamos recordarle que Ud. escogió la Junta de Padres___:_____ para participar en ella como miembro. Una reunión de su junta tendrá lugar en febrero y le notificaremos el lugar y la fecha de la reunión en los primeros días de febrero.

Le agradecemos su cooperación.

Cordialmente,

Rodolfo Jacobson
Director del Proyecto

RJ/mg

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
512-691-4426

COLLEGE OF MULTIDISCIPLINARY STUDIES
Division of Bicultural-Bilingual Studies

January 18, 1982

Dear

We were sorry to miss you at the Title VII Parent Committee meeting on January 6. We are sure that some important reason prevented you from joining us. We hope that you can make the next meeting. Please find attached the minutes of the January meeting, so that you may know what we discussed. We also wish to inform you that you have been assigned as a member to Parent Committee___:_____. As you will remember, you had indicated on the questionnaire completed during our Thanksgiving celebration that you would serve on a committee. The next committee meeting is scheduled for February and we will inform you about the place and date of the meeting in early February.

I am looking forward to seeing you at that time.

Cordially,

Rodolfo Jacobson
Project Director

RJ/mg

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
512-691-4426

COLLEGE OF MULTIDISCIPLINARY STUDIES
Division of Bicultural-Bilingual Studies

18 de enero de 1982

Estimado

Lo sentimos mucho que no pudo asistir a la reunión de la junta de padres el día 6. Estamos seguros que fué por una razón importante que no pudo venir. Ojalá que pueda estar con nosotros la próxima vez. Acompañamos la presente con las minutas (en inglés) de la reunión de enero para que se informe de lo que se discutió. También deseamos informarle que ha sido asignado a la junta de padres ___:_____ como miembro de la misma. Como Ud. recordará, Ud. había indicado en el cuestionario que llenó durante la celebración del Día de dar gracias que aceptaría estar en una junta. La próxima reunión tendrá lugar en febrero y le notificaremos el lugar y la fecha de la reunión en los primeros días de febrero.

Esperamos verlo en la próxima reunión.

Cordialmente,

Rodolfo Jacobson
Director del Proyecto

RJ/mg

Exhibit 7b

COMMUNITY ADVISORY COUNCIL/PARENT ADVISORY COMMITTEES

Minutes of the Meeting held January 6, 1982

On January 6, 1982, an advisory group meeting was held in the Sky Harbour Elementary School Cafeteria. The meeting was called to order by the Director of the Title VII Demonstration Project, Dr. Rodolfo Jacobson, at 7:15 p.m. In his introductory remarks, Dr. Jacobson made reference to the past meeting on November 24, 1981 where an overview of the Project had been given to a group of more than fifty parents having children in the project grades. This earlier summary was now updated and the progress in implementing the instructional design was here given. In particular, Dr. Jacobson referred to the following aspects of the program:

(1) The language distributional design was now fully implemented in all four grades which were effectively served by four bilingual teachers and four bilingual aides;
(2) The video-taping of classes would now begin to further increase the teaching quality of the staff, as the equipment had all been received;
(3) Bilingual materials have all been ordered and are expected to reach us within the month;
(4) All children are now being tested in order to determine their performance levels at the beginning of the program;
(5) The children's earlier reluctance to speak Spanish in school has decreased and is giving way to a more meaningful alternation between the two languages.

In addition, Dr. Jacobson stressed the importance of keeping stable the various components of the program as the years go by. The children now in the Project should remain in it so that grade 1 students would be grade 3 students by the end of the project in order to show the progress achieved.

In his discussion of the continuation proposal, Dr. Jacobson first clarified the nature of such a proposal and then stressed the fact that no significant changes were considered except for the implementation of the program in the two successive grades, i.e., grades 1 and 2, in the same two schools. He now invited teachers, aides and parents to comment on their involvement in the program and state their assessment of the same. He equally invited Ms. Irma Campesi from the SWISD Office to make comments in this regard. Ms. Campesi pointed out that she was very much pleased with the implementation of the project, not only because it was carried out at Southwest but because it was so important to find out which method worked best in bilingual education. Therefore she, as well as many others like her were looking forward to the results to be achieved during these 3 years. Additional comments were then made by the four project teachers and two of the aides, all to the effect that they felt most comfortable in their roles, in particular because they were observing the progress made by the children in the use of both languages and in their attitude toward Spanish as also being a language of the school. Dr. Jacobson then emphasized that the Project was fortunate at having received sufficient funds to assign one aide to each classroom, so that children could receive excellent attention in regard to their

educational as well as personal needs.

Two of the parents present at the meeting expressed their satisfaction at having the children in this Project. Their children had learned so many things in Spanish that none of the children in the block knew, as Mr. Cortez pointed out. Mrs. Campero, on the other hand, emphasized the ability that her child in grade K had acquired in so short a time to make a decision to either speak one language or the other without ever mixing the two.

Ms. Campesi suggested at this point that it might be important to mention the fact that the Project had an added benefit in providing for participating teachers and aides free college education, so that each staff member would acquire more expertise as the program went on. Furthering their education in this way, the teachers would be able to provide an increasingly better service to the children under their care.

As the last item on the agenda, Dr. Jacobson discussed the nature of the two committees that he intended to form. Parent Committee I on Curriculum would have the responsibility to know in greater detail what children learned at school and how the teaching was done there, so that they as teachers of the home could guide their children more effectively and improve the performance level at school. Parent Committee II on community resources would have the responsibility to provide children and teachers with more information on their community roles. A parent, member of this committee, would be expected to volunteer giving a brief presentation in one of the participating classrooms on some specific skill or ability that he/she had acquired. Upon Ms. Campesi's recommendation, some of the parents present at the meeting were then approached to commit themselves to visit a class during the current month and talk to the children in this sense.

To conclude the meeting, Dr. Jacobson thanked the audience for their attendance. The meeting was adjourned at 8:30 p.m. Fruit punch, coffee and cookies were served after the meeting.

January 7, 1982

Exhibit 8a

**THE UNIVERSITY OF TEXAS AT SAN ANTONIO**
SAN ANTONIO, TEXAS 78285
(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

October 11, 1983

Dear Parents:

Please find enclosed the minutes of the Parent Advisory Council meeting which was held on September 27, 1983. As you will remember, Mrs. Campero contacted you to invite you to this meeting. As a member of the Parent Advisory Council, you can make an important contribution to the education of your child as well as to the Title VII Project as a whole. These minutes serve the purpose of highlighting the main areas discussed at the meeting. For those unable to attend they allow you to be informed on our discussions.

We will be contacting you soon eliciting your cooperation as stated in the minutes. As soon as we have set the date for our November meeting, we will inform you.

Sincerely yours,

Rodolfo Jacobson
Project Director

Paula G. Parks
Coordinator

RJ:nt

xc: Dr. Joseph Michel, Division Director, UTSA
Mr. Bennie Steinhauser, Superintendent, SWISD
Ms. Irma Campesi, Administrative Asst., SWISD
Mr. Clifford Cleborne, Principal, Sky Harbour
Ms. Wil Bachman, Principal, Indian Creek
Project Teachers and Aides

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

11 de Octubre de 1983

Estimados padres:

Incluimos a la presente las minutas de la junta del Consejo de Padres que se reunió el 27 de Septiembre de 1983. Como recordará, la señora de Campero se comunicó con Uds. para invitarlos a esta junta. Como miembro del Consejo, Ud. puede hacer una contribución importante a la educación de su niño como también al Proyecto del Título VII en general. Estas minutas sirven para identificar las áreas principales que se discutieron en la reunión. Para los que no pudieron asistir éstas sirven para que se informen sobre lo discutido.

Nos comunicaremos con Uds. proximamente para solicitar su coeperación de acuerdo con lo que se mencionó en las minutas. Tan pronto como hayamos fijado la fecha para nuestra reunión de Noviembre, les informaremos.

Sinceramente,

Rodolfo Jacobson
Director del Proyecto

Paula G. Parks
Coordinadora

RJ:nt

xc: Dr. Joseph Michel, Division Director, UTSA
Mr. Bennie Steinhauser, Superintendent, SWISD
Ms. Irma Campesi, Administrative Asst., SWISD
Mr. Clifford Cleborne, Principal, Indian Creek
Project Teachers and Aides

TITLE VII DEMONSTRATION PROJECT IN BILINGUAL METHODOLOGY

PARENT ADVISORY COUNCIL MEMBERS 1983 - 1984

| | PARENT NAME | ADDRESS | PHONE | SCHOOL |
|---|---|---|---|---|
| 1. | Amaro, Guadalupe & Eleuteria | 5223 Gavilan | 623-5974 | Indian Creek |
| *2. | Campero, Francisco & Rosa | 9003 Corpus Cove | 623-7353 | Sky Harbour |
| 3. | Contreras, María | 8307 Smoke Signal | 623-3563 | Indian Creek |
| *4. | Cortez, Gilbert & María | 8618 Greywolf | 623-5673 | Indian Creek |
| 5. | Herrera, David & Lydia | 5535 Indian Desert | 623-5363 | Indian Creek |
| 6. | Lara, Arturo & Felipa | 5430 Red Sky | 623-3029 | Sky Harbour |
| 7. | Luevano, Ildefonso & María | 5114 Little Creek | 623-4212 | Indian Creek |
| 8. | Medina, Ernesto & Teresa | 8407 Sweet Maiden | 623-3204 | Indian Creek |
| 9. | Perales, Adam & Rachel | 8606 Little Beaver | - | Sky Harbour |
| 10. | Ruiz, Rosbel & Naomi | 8506 Spotted Deer | 623-7470 | Sky Harbour |
| 11. | Soto, Manuel & Virginia | 5518 Indian Pipe | 623-5748 | Indian Creek |
| 12. | Trujillo, Harry & Isabel | 9027 Five Palms | 623-3730 | Sky Harbour |
| 13. | Vargas, Robert & María | 5300 Pirate Cove | 623-1696 | Sky Harbour |

* Campero, Rosa — Sky Harbour Parent Representative
* Cortez, Gilbert — Indian Creek Parent Representative

Exhibit 8b

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

TITLE VII DEMONSTRATION PROJECT IN BILINGUAL METHODOLOGY

PARENT ADVISORY COUNCIL MINUTES

September 27, 1983

On September 27, 1983 the Parent Advisory Council meeting was called to order by Dr. Rodolfo Jacobson at 7:37 p.m. at Sky Harbour Elementary School. The following parents were present: Mrs. Rosa Campero, Mr. Ernesto Medina, and Mr. Harry Trujillo. Also present were: Mr. Clifford Cleborne, Sky Harbour principal; Mrs. Paula G. Parks, program coordinator; and Dr. Rodolfo Jacobson, project director.

The purpose of the meeting was to: (1) discuss the role and responsibilities of Parent Advisory Council members, and (2) solicit members' input regarding various activities that are being planned for the final year of the project.

Introduction

Project parents have always been considered a valuable resource. On numerous occasions during the past two years Dr. Jacobson and Mrs. Parks have tried to meet with the parents in order to explain to them what the Title VII Project is all about and to get their ideas on how to make it better. So far the reports of the first and second years have been favorable. In order to get parents to work even more closely with project staff during the last year, it was decided to form a Parents Advisory Council (PAC). Parents were chosen on the basis of the interest and time that they have committed to the program. PAC members will be able to contribute to the project by:

1. attending meetings
2. sharing ideas, opinions, and concerns
3. calling other parents to remind them of meetings
4. carpooling
5. assisting teachers with classroom parties, field trips, etc.
6. talking to their child's class about their work, hobbies, etc.
7. assisting their child with homework

There are two parents who have consistently contributed a great deal of time and energy to the program. They have been asked to serve as parent coordinators/ representatives for the 1983-1984 school year. They are: Mrs. Rosa Campero, Sky Harbour Elementary School and Mr. Gilbert Cortez, Indian Creek Elementary School.

In view of the fact that it is difficult to meet with parents, letters written in English and Spanish and minutes of meetings will continue to be sent so that parents will be informed of what is being done.

Joint Activities - PTA & Demo Project

The Title VII Demonstration Project will work more closely with the Sky Harbour PTA this year. Mrs. Parks was asked by a PTA officer to present two thirty-minute programs on the UTSA-SWISD bilingual project at the Parent Information Workshop scheduled for October 18, 1983. She invited Mrs. Campero to attend to give the parent prospective. However, all project parents are welcome to attend. Mr. Cleborne mentioned that this is the first effort the Sky Harbour PTA has made to actively involve the bilingual program. Hopefully it will serve to dispell some of the negative ideas/feelings associated with it.

Mr. Trujillo commented that he was pleased that there would be joint activities. He stated that it is important that people in our community understand the purpose of bilingual education. Mrs. Campero stated that before you inform people outside the program about the benefits of being bilingual, you have to start within the program itself. At that point there was some discussion on why parents are not

more involved in school affairs. Mr. Cleborne made the point that to a certain extent the schools are at fault because they have made parents feel unwelcome in the past. Now that the schools are actively seeking help from parents, some parents are hesitant or even afraid. The economic situation also has a big impact. In many homes both parents work and just don't have the time to be involved. Other problems include: parents don't feel they are well-dressed, or they don't have transportation or gas money. Mrs. Parks stated that the one thing that continues to draw parents to the school are programs. The mother's day program held last May illustrates this point dramatically. The attendance for this event was in excess of 150 persons. When regular meetings were held only 2 - 5 parents would attend.

There will be two programs this year. The Christmas program sponsored by the Sky Harbour PTA will involve bilingual grades 2 and 3. (The Indian Creek Christmas program will involve grade 5 only.) The Title VII Demonstration Project will sponsor an end of the year program in May, which will involve project children from both Indian Creek and Sky Harbour. For the 1983-84 school year parent activities will include: meetings, one workshop, classroom participation, and programs.

General Meetings

Mrs. Parks reported that two general meetings are being planned for this year. The first one is scheduled for November and the second one is scheduled for March or April. The purpose of the November meeting is to conduct parent-teacher conferences. Project teacher, Ms. Ramos, has an inventory system which will enable her and the other three teachers to assess the children's reading skills. After each child is informally tested, results will be placed on summary sheets. At the meeting parents will have an opportunity to discuss these results with the

teachers. This idea was well received by the persons who attended the PAC meeting. Mr. Trujillo stated that he is pleased to see that the program is putting emphasis on the mastering of basic skills: reading, writing and math. He also brought up the point that both the teacher and the parent have a joint responsibility of educating project children. Dr. Jacobson reminded him that this has been the intent of the program from the very beginning. The problem has been getting enough parents to come to the meetings so that we could structure and organize some kind of cooperation between home and school.

A question was raised regarding Sky Harbour's policy on textbooks, can books be taken home? Mr. Cleborne responded by saying that books may be taken home, based on the approval of the teacher. However, parents are held responsible if any are lost. Mrs. Parks restated that the purpose of the November meeting is to discuss with parents what they can do to help their child in school without the use of textbooks. Suggestions could be written in both Spanish and English and given to parents during the conference. Here are some of them:

1. Set up a home library shelf.
2. Take the child to the local library regularly.
3. Read at home where your child can see you setting the example.
4. Give books as gifts.
5. Take the child to interesting places in the community (museums, airport, etc.) and talk about what you see.
6. Encourage the child to be interested in traffic signs, labels in grocery stores, and other everyday reading experiences.
7. Read to the child.
8. Have the child read to you.

Since program children are learning to read in English and Spanish, these activities could be done in one or both languages.

Language Distribution Patterns (Fall Semester 1983-84)

| | | |
|---|---|---|
| Indian Creek | Grade 2<br>English 50%<br>Spanish 50% | Grade 3<br>English 75%<br>Spanish 25% |
| Sky Harbour | Grade 2<br>English 50%<br>Spanish 50% | Grade 3<br>English 50%<br>Spanish 50% |

Mr. Cleborne shared a list that contains suggestions not only for reading but also for math, handwriting, social studies, science, and health and safety. It was decided that these suggestions would be revised before being given to parents. They will be made available in English and Spanish.

Community Resources

The Title VII Project will continue its policy of inviting parents to the classroom to talk about their work, interests, or hobbies. Mrs. Campero, Mr. Medina, and Mr. Trujillo all agreed that they would be willing to do this. Ideally, all PAC members and any other interested parents or community members should make a point of sharing theit talents with the children. All appointments should be set-up with the classroom teacher.

The Last Year for the Demo Project

The question was raised, if bilingual education would continue in the district once the Title VII Porject was completed in June, 1984? Dr. Jacobson responded by stating that the expectation was that the Title VII Project would generate enough information to establish a broader approach to bilingual education in the district. A few more bilingual classrooms are now available outside the project. However, the Title VII Project is of such a nature that it cannot be continued. The Federal government gives the funds for demonstration projects on a one time basis. This year is definitely the end of our participation at Southwest. Successful bilingual programs are normally due to the parents insistance not to the independent administrative action. If parents can develop enough strength, they can go to the superintendent and state their concerns and needs. Mr. Cleborne stated that there will be a state bilingual program or an English-as-a-second language (ESL) program for limited English students in the lower grades.

The meeting ended with a few comments concerning PTA meetings. It was suggested

that portions of those meetings be conducted using both Spanish and English for the benefit of those parents who do not speak English.

The meeting was adjourned at 8:45 p.m. These minutes were edited by Mrs. Parks, program coordinator.

Exhibit 9

SCHEDULE OF PARENT/STAFF MEETINGS

Spring 1983

| | | | |
|---|---|---|---|
| January 18 | Indian Creek | Cafeteria | 9:30 a.m. - 10:30 a.m. |
| | Indian Creek | Cafeteria | 6:30 p.m. - 7:30 p.m. |
| Topic: Overview of the Program (General Session) | | | |
| February 22 | Sky Harbour | Cafetorium | 9:30 a.m. - 10:30 a.m. |
| | Sky Harbour | Library | 6:30 p.m. - 7:30 p.m. |
| Topic: The New Concurrent Approach | | | |
| March 15 | Indian Creek | Cafeteria | 9:30 a.m. - 10:30 a.m. |
| | Indian Creek | Cafeteria | 6:30 p.m. - 7:30 p.m. |
| Topic: The Language Separation Approach | | | |
| April 19 | Sky Harbour | Cafetorium | 9:30 a.m. - 10:30 a.m. |
| | Sky Harbour | Library | 6:30 p.m. - 7:30 p.m. |
| Topic: The Program from the Point of View of the Teachers, Aides, and Parents. | | | |

## PARTICIPANTS

### INDIAN CREEK

Mrs. W. Bachman, Principal

Grade 1 - Mr. P. Martinez, Teacher
Mrs. M. Arzola, Aide

Juan Amaro
Jaime Contreras
Gilbert Cortez
Roy Cruz
Jesse Fernandez
Ernest Gonzalez
Pete Hernandez
Susan Hernandez
Rachel Hinojosa
Margie Lopez
Veronica Luevano
Alex Reyes
Feliciano Rivera
Carlos Soto
Michael Torres

Grades 1 & 2 - Ms. C. Ramos, Teacher
Mrs. I. Garza, Aide

Nissa Almanza
Christine Alva
Linda Davilos
Elias Fuentes
Leticia Gamez
Rogelio Garcia
Jason Herrera
Susana Luevano
Andres Mancillas
Eloisa Martin
Julio Medina
Laura Reyes

Masters of Ceremony

Leticia Gonzalez
Eric Herrera

### SKY HARBOUR

Mr. C. Cleborne, Principal

Grade 1 - Ms. A. Gaitan, Teacher
Ms. R. Torres, Aide

Monica Avila
Sherry Avila
Veronica Avila
Paco Campero
Marco Cruz
Marisela Gonzalez
Sonia Longoria
Melissa Ann Perales
Emilia Quiroz
Danny Reyes
Paul Rivers
Vidal Tejeda
Christine Torres
Phil Urias
Christina Vargas
Olimpa Velez

Grade 2 - Ms. E. Ramos, Teacher
Mrs. M. Vasquez, Aide

Adrian Arguello
• Sisto Bernal
Diana Campero
Maria Corona
Barbra Farias
Tammy Gonzalez
Felipe Guerra
Teresa Hernandez
Angie Leal
Jimmy Longoria
Jerry Mata
• Pedro Perez
David Rivera
Jackie Ruiz
David San Miguel
Marisol Trujillo
Melissa Trujillo
Alex Vargas

• Masters of Ceremony



BEST COPY AVAILABLE



# INDIAN CREEK

# SKY HARBOUR

PRIMERO Y SEGUNDO GRADOS

LAS CLASES BILINGÜES

presentan

Un Homenaje a

Nuestras Madres

The Title VII Demonstration Project
in Bilingual Methodology - a joint
effort of UTSA and SWISD

presents

MOTHER'S DAY PROGRAM

May 10, 1983

7:00 p.m.-9:00 p.m.

PART ONE

Opening song: Las Mañanitas
Indian Creek and Sky Harbour

Indian Creek Program:

| | |
|---|---|
| Pantomine: | Una serenata a las madres |
| Poems: | Mi Mamá<br>M-O-T-H-E-R |
| Jump Rope Routine: | Jesusita en Chihuahua |
| Dance: | Cotton-Eyed Joe |
| Songs: | O Madre Mía<br>O Madre Querida |



PART TWO

Speakers:

Mr. C. Cleborne, principal, Sky Harbour
Dr. R. Jacobson, director, Title VII Project
Mrs. P. Parks, coordinator, Title VII Project
Mrs. R. Campero, parent, Sky Harbour
Mr. G. Cortez, parent, Indian Creek

PART THREE

Sky Harbour Program:

| | |
|---|---|
| Dance: | La Bamba |
| Dance: | El Jarabe |
| Dance: | El Rescopetate |
| Song: | Madrecita Linda |
| Closing Song: | Cielito Lindo<br>Indian Creek and<br>Sky Harbour |
| Closing Remarks: | Dr. R. Jacobson, director<br>Title VII Project |

PART FOUR

Refreshments and Music

Music provided by Hielo Seco

"Primavera 1984"
Programa de Variedades
A Spring Variety Show

PART ONE

Opening Song: De Colores
Indian Creek and Sky Harbour

Indian Creek Program:

Songs: ¿Quién Soy Yo?
Chato El Pato
Tortillas De Maiz

Dance: La Raspa

Song: La Llorona

Dance: Thriller

Dances: Los Machetes
Beat It

Song: Friends



PART TWO

Speakers:

Mr. Clifford Cleborne, Principal, Sky Harbour
Dr. Rodolfo Jacobson, Director, Title VII Project
Mrs. Paula Parks, Coordinator, Title VII Project
Mr. Gilbert Cortez, Parent, Indian Creek
Mrs. Maria Vargas, Parent, Sky Harbour

PART THREE

Sky Harbour Program:

Dance: Las Chiapanecas

Poem: El Mes De Mayo

Song: Las Mañanitas

Dance: El Rancho Grande

Dance: The Pop

Dance: La Bamba

Closing Song: So Long, Farewell
Indian Creek and Sky Harbour

PART FOUR

Closing Remarks: Dr. Rodolfo Jacobson

Refreshments

Exhibit 10b

## PARTICIPANTS

### INDIAN CREEK

Mrs. Bil Bachman, Principal

Grade 2: Ms. Cecilia Ramos, Teacher
Mrs. Irma Garza, Aide

Juan Amaro
Jaime Contreras
Gilbert Cortez
Roy Cruz, Jr.
Linda Dávalos
DeDominic Delgado
Jesse Fernandez
Elias Fuentes
Rogelio Garcia
Amy Gomez
Ernest Gonzalez
*Jason Herrera
Rachel Hinojosa
José Leyva
Margie Lopez
Monica Lucio
Eloisa Martin
Dale Otero
Alex Reyes
Carlos Soto
Michael Torres
Oscar Vásquez

Grade 3: Mrs. Corine Drumm, Teacher

Robert Arceo
Nissa Almanza
Christine Alva
Angel Barela
Claudia Borrego
Susana Lucvano
*Andrés Mancillas
Maribel Martinez
Laura Reyes
Diana Vásquez

*Masters of Ceremony

Accompanists: Ms. Cecilia Ramos, guitar
Mr. Ponciano Martinez, accordion

### SKY HARBOUR

Mr. Clifford Cleborne, Principal

Grade 3: Mrs. Rosa Canada, Teacher
Ms. Rosario Torres, Aide

Adrian Argüello
Sisto Bernal
María Elena Corona
Fermín Córdoba
Barbara Farias
Tammy Gonzales
Felipe Guerra
Teresa Hernandez
Angie Leal
Jimmy Longoria
Terry Mata
Francisco Martinez
Andrés Medellín
Amandina Pérez
*David Rivera
Jackie Ruiz
Leslie Saenz
Isabela Salazar
Gilbert Salinas
Marisol Trujillo
Melissa Trujillo
Alex Vargas

Grade 2: Mrs. Mary C. Randle, Teacher
Mrs. Mary Vásquez, Aide

Monica Avila
Sherry Avila
Margie Bernal
Catherine Escobedo
Héctor Fernández
Carlos Hernandez
Sonia Longoria
Raul Maldonado
Melissa Ann Perales
Paul Rivera
Jorge Ruiz
Vidal Tejeda
Phil Urias
Christina Vargas
*Olimpa Velez

*Masters of Ceremony



Mrs. Paula G. Parks, Program Coordinator
Dr. Rodolfo Jacobson, Director

THE UTSA-SWISD TITLE VII PROJECT
IN BILINGUAL METHODOLOGY

Indian Creek & Sky Harbour Elementary
Grades Two and Three

present

"PRIMAVERA 1984"
Programa de Variedades
A Spring Variety Show

Sky Harbour Cafetorium
7:00 p.m. - 8:30 p.m.

May 9, 1984



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Exhibit 11

EVALUATION OF TITLE VII DEMONSTRATION PROJECT

IN BILINGUAL METHODOLOGY

During the period September 1983 to June 1984 an evaluation of the Title VII Demonstration Project was conducted of what is the final year of a three year effort to test the effectiveness of two bilingual instructional methods. These two methods were the Language Separation Approach which is considered to be more conventional and the New Concurrent Approach which is viewed as more innovative. Two campuses of the Southwest Independent School District served as sites for the project having entered into an agreement with The University of Texas at San Antonio. The design is such that during the first year of the project one first grade and one kindergarten class from each campus were involved with the classes from Sky Harbor Elementary being involved in the New Concurrent Approach and those from Indian Creek Elementary being involved in the Language Separation Approach. During the second year of the project these students were promoted to first and second grade, respectively, and in the final year the project has focused on second and third grades at the same two campuses as the subject students have progressed.

The internal evaluator has been involved in the project by reviewing instruments used as indicators of effectiveness by visits to the involved classrooms to observe the extent of implementation of the proposed project, and in discussions with the external evaluators and project leadership regarding administration of the project and various aspects of its conduct, attempting to insure that the evaluation design remained viable.

The third year of the project can be described as very satisfactory so far as staff training and the day to day efforts to implement the proposal are concerned. This is in no small part due to the special efforts of Dr. Jacobson and Mrs. Parks who expend so much effort to guarantee that the

success of the project is fact. These individuals have been confronted with major obstacles from administrative attempts to impede proposal implementation. The importance of bilingual education has been difficult to impress on these elements but strides have been made at that level. Instructional staff have been more receptive and the parents have been overwhelmingly supportive.

The third year of the project presented some exceptional circumstances so far as the implementation of the proposal was concerned. Three of the four teachers involved in the second year were no longer available to the project by virtue of having left the district or of other personnel actions. This resulted in training new teachers to implement the two different approaches which resulted in some loss of effect in the initial months of the school year. This, however, was greatly overcome by the efforts of Dr. Jacobson and Mrs. Parks and the classroom observations in the spring reflected satisfactory implementation of the plan. The teachers and teacher aides involved in the project were commendable in their attitudes, efforts, and support for the intent of the project.

The instruments used to measure the effect of the project methodologies on student learning were the Woodcock-Johnson Language Proficiency Battery, English and Spanish Forms, administered in December and January of this academic year by personnel associated with the project after appropriate training and the Stanford Achievement Test, administered in April by district personnel as part of the district's testing program. Additionally, because of the continuity of the project from the previous years to the current year access to additional measures from testing during the previous years were available and have been considered in the analysis of the data during this year. Only students who have been involved in the program all three years have been included in the analysis.

Table 1 includes results of the 1983-84 testing for second grade scores selected from the Stanford Achievement Test. Also included are results of the t-test for independent means with the order of subtraction being "Sky Harbor minus Indian Creek". A review of the results indicates only differences on the Oral Language Cluster of both the English and Spanish forms of the Woodcock-Johnson Language Proficiency Battery where the Language Separation Approach exceeded the Concurrent Approach. The relative magnitude of the standard deviation is indicative that a considerable variation was present in the scores of both groups. Also noteworthy is the diminished numbers of subjects available for analysis. The second graders are those who were kindergartners at the onset of the project and numbered approximately 40. So that for whatever reason about 50% of the original students were no longer participating in the project or had not completed sufficient of the planned testing. These numbers restricted the consideration of subgroup analyses, primarily dichotomizing by sex. Tables 2 and 3 provide means from the first two years of the project. Inspection of these results revealed significant differences in the first year in Oral Language ($t_{30df} = -2.67$), and Mathematics ($t_{24df} = -3.89$) and in the second year in Mathematics ($t_{32df} = -3.08$), Oral Language (English) ($t_{32df} = -2.17$), Reading Cluster ($t_{32df} = -3.92$) and Oral Language (Spanish) ($t_{32df} = -2.17$). The pattern of differences in Oral Language is consistent over the three years. Table 2 summarizes these differences and reflects the consistent pattern, suggesting the initial non-equivalence of the two groups and the maintenance of that difference. A similar difference is present in mathematics.

Table 4 provides results of the 1983-84 testing for the third grade students. Observations about sample size and variation among scores is also applicable to these results. The significant difference in Vocabulary on

the Stanford Achievement Test favoring the Concurrent Approach is not consistent with the order of other score differences observed. The Reading Cluster (English) difference is consistent with the 1982-83 Reading Cluster ($t_{26} = -2.65$) while the Written Cluster difference and the Reading Cluster (Spanish) have no comparable result from the first two years. The Cartoon Conservation Total in 1981-82 is the only result available to the evaluator for that year which reflects quantitative ability. There was a significant difference in the groups ($t_{26df} = -4.98$) favoring the Language Separation group as was the Total Mathematics score from the Stanford Achievement Test in 1982-83 ($t_{25df} = -2.86$). This difference, however, did not reoccur in 1983-84 suggesting some improvement in the ability of students of the Concurrent Approach. There was also a 1982-83 difference on the Total Language score ($t_{25df} = 3.0$) favoring the Language Separation Approach which was not present in 1983-84.

Correlations are included in Tables 7 through 10. The strength of the correlations reflects stability in the measures of the traits over the period of a year. Mathematics total scores also reflected this stability in second grade for Sky Harbor ($r = .48$) and Indian Creek ($r = .69$) which were significant as they were for third grade for Sky Harbor ($r = .71$) and Indian Creek ($r = .59$).

Tables 11 and 12 are included to reflect the growth and comparability over three years on the only measure which was present in all three years. The Woodcock-Johnson English Version is administered individually and kindergarten students and first grade students did not respond to the Written Cluster, explaining its absence from Table 11 and the blank for first grade in Table 12.

The following conclusions are a consequence of the observations of the project implementation and of the data obtained from the three years of the project.

1. The New Concurrent Approach and the Language Separation Approach are comparable in terms of test results with no apparent pattern of difference occurring.
2. Although the Language Separation Approach was considered more conventional, the attention and support provided these teachers and students is such as not to make it atypical as a control.
3. The measuring instruments utilized over the three years of this project have been proven valid and stabile.
4. The importance of the staff to the successful implementation has been emphasized in this project, namely, that of the project director and administrator.
5. The project encountered some resistance from the public school district administration regarding implementation and which likely also affected the results obtained.
6. The project has demonstrated the merit of the three year design following students through this period and revealing both difficulties of and strengths of that approach.
7. Teacher turnover and student attrition were two consequences of the three year design that added to methodology training and problems of analysis.
8. The facility to study effects for three years on the same students were a positive aspect of the design. Differences observed were explainable as chance differences or of non-equivalence of the two populations.

9. Over the period of the three years some teacher differences were apparent that on the basis of a single year would have been confounded with approach.

The following recommendations are made based upon the completed project:

1. A replication of the design should be undertaken utilizing more classrooms at each age level.
2. Greater effort should be made to insure that the public school district committment to the purpose of the study is upheld by selecting a setting amenable to such investigation and its support.
3. Any future attempt at replication should incorporate affective measures of teachers, students, and parents as a means of assessing effect of the project.

Table 1

Means and Standard Deviations for
Second Grade Students on 83-84 Results

| | | | SKY HARBOR | INDIAN CREEK | t-test |
|---|---|---|---|---|---|
| Stanford Achievement Test | Read A & B | $\bar{X}$ | 55.71 | 59.05 | -0.50 |
| | | s | 18.68 | 21.18 | |
| | | n | 14 | 22 | |
| | Vocabulary | $\bar{X}$ | 20.71 | 18.32 | 1.05 |
| | | s | 4.76 | 8.82 | |
| | | n | 14 | 22 | |
| | Listening Comprehension | $\bar{X}$ | 30.50 | 31.77 | 0.50 |
| | | s | 7.93 | 6.53 | |
| | | n | 14 | 22 | |
| | Total Reading | $\bar{X}$ | 103.43 | 112.95 | -1.15 |
| | | s | 26.60 | 19.98 | |
| | | n | 14 | 22 | |
| | Total Mathematics | $\bar{X}$ | 55.57 | 66.41 | -1.94 |
| | | s | 18.38 | 12.42 | |
| | | n | 14 | 22 | |
| Woodcock-Johnson (English) | Oral Language Cluster | $\bar{X}$ | 36.63 | 43.18 | -2.20* |
| | | s | 9.58 | 8.25 | |
| | | n | 16 | 22 | |
| | Reading Cluster | $\bar{X}$ | 43.5 | 49.18 | -1.03 |
| | | s | 18.48 | 14.13 | |
| | | n | 16 | 22 | |
| | Written Cluster | $\bar{X}$ | 15.69 | 18.14 | -1.07 |
| | | s | 8.41 | 4.32 | |
| | | n | 16 | 22 | |
| Woodcock-Johnson (Spanish) | Oral Language Cluster | $\bar{X}$ | 12.4 | 24.77 | -2.90* |
| | | s | 10.13 | 15.27 | |
| | | n | 15 | 22 | |
| | Reading Cluster | $\bar{X}$ | 26.47 | 29.09 | -0.36 |
| | | s | 24.54 | 17.14 | |
| | | n | 15 | 22 | |
| | Written Cluster | $\bar{X}$ | 10.0 | 8.32 | 0.60 |
| | | s | 5.69 | 3.72 | |
| | | n | 15 | 22 | |

*$p < .05$

Table 2

Means and Standard Deviations for
Second Grade Students on Selected 81-82 Results

| | | | Sky Harbor | Indian Creek |
|---|---|---|---|---|
| Woodcock-Johnson (English) | Oral Language Cluster | $\bar{X}$ | 10.33 | 18.00 |
| | | s | 7.40 | 8.82 |
| | | n | 15 | 17 |
| | Reading Cluster | $\bar{X}$ | 3.00 | 3.88 |
| | | s | 2.48 | 5.25 |
| | | n | 15 | 17 |
| Stanford Achievement Test | Math | $\bar{X}$ | 16.23 | 20.77 |
| | | s | 3.37 | 2.52 |
| | | n | 13 | 13 |
| | Language Composite | $\bar{X}$ | 37.77 | 41.77 |
| | | s | 9.18 | 13.12 |
| | | n | 13 | 13 |
| | Total Achievement | $\bar{X}$ | 84.46 | 86.62 |
| | | s | 15.39 | 18.26 |
| | | n | 13 | 13 |
| | Woodcock-Johnson (Spanish) Total | $\bar{X}$ | 15.85 | 16.73 |
| | | s | 9.58 | 12.18 |
| | | n | 13 | 11 |

Table 3

Means and Standard Deviations for
Second Grade Students on Selected 82-83 Results

| | | | SKY HARBOR | INDIAN CREEK |
|---|---|---|---|---|
| Stanford Achievement Test | Total Reading | $\bar{X}$ | 93.31 | 106.00 |
| | | s | 23.44 | 20.47 |
| | | n | 13 | 21 |
| | Total Mathematics | $\bar{X}$ | 32.46 | 43.71 |
| | | s | 11.72 | 7.58 |
| | | n | 13 | 21 |
| Woodcock-Johnson (English) | Oral Language Cluster | $\bar{X}$ | 25.62 | 30.00 |
| | | s | 4.91 | 6.82 |
| | | n | 13 | 21 |
| | Reading Cluster | $\bar{X}$ | 17.00 | 30.86 |
| | | s | 9.45 | 10.47 |
| | | n | 13 | 21 |
| | Written Cluster | $\bar{X}$ | 6.31 | 7.10 |
| | | s | 3.35 | 3.63 |
| | | n | 13 | 21 |
| Woodcock-Johnson (Spanish) | Oral Language Cluster | $\bar{X}$ | 11.77 | 19.57 |
| | | s | 9.87 | 10.72 |
| | | n | 13 | 21 |
| | Reading Cluster | $\bar{X}$ | 17.54 | 17.00 |
| | | s | 22.46 | 14.10 |
| | | n | 13 | 21 |
| | Written Cluster | $\bar{X}$ | 6.77 | 6.95 |
| | | s | 2.59 | 2.54 |
| | | n | 13 | 21 |

Table 4

Means and Standard Deviations for
Third Grade Students on Selcted 83-84 Results

| | | | SKY HARBOR | INDIAN CREEK | t-test |
|---|---|---|---|---|---|
| Stanford Achievement Tests | Reading Comprehension | $\bar{X}$ | 31.72 | 38.88 | -1.29 |
| | | s | 13.16 | 13.04 | |
| | | n | 18 | 8 | |
| | Vocabulary | $\bar{X}$ | 24.72 | 16.88 | 2.47* |
| | | s | 9.09 | 6.60 | |
| | | n | 18 | 8 | |
| | Listening Comprehension | $\bar{X}$ | 27.56 | 26.38 | 0.34 |
| | | s | 7.62 | 8.31 | |
| | | n | 18 | 8 | |
| | Total Reading | $\bar{X}$ | 56.88 | 70.63 | -1.67 |
| | | s | 22.56 | 17.76 | |
| | | n | 18 | 8 | |
| | Total Mathematics | $\bar{X}$ | 42.78 | 52.25 | -1.74 |
| | | s | 13.40 | 12.54 | |
| | | n | 18 | 8 | |
| Woodcock-Johnson (English) | Oral Language Cluster | $\bar{X}$ | 35.45 | 41.13 | -1.62 |
| | | s | 7.31 | 8.77 | |
| | | n | 20 | 8 | |
| | Reading Cluster | $\bar{X}$ | 44.90 | 60.88 | -3.73* |
| | | s | 15.03 | 7.53 | |
| | | n | 20 | 8 | |
| | Written Cluster | $\bar{X}$ | 17.80 | 28.38 | -4.71* |
| | | s | 7.24 | 4.41 | |
| | | n | 20 | 8 | |
| Woodcock-Johnson (Spanish) | Oral Language Cluster | $\bar{X}$ | 15.35 | 22.25 | -1.70 |
| | | s | 9.55 | 9.75 | |
| | | n | 20 | 8 | |
| | Reading Cluster | $\bar{X}$ | 23.85 | 36.25 | -2.02* |
| | | s | 17.73 | 13.22 | |
| | | n | 20 | 8 | |
| | Written Cluster | $\bar{X}$ | 8.05 | 10.00 | -1.33 |
| | | s | 4.49 | 3.02 | |
| | | n | 20 | 8 | |

*$p < .05$

Table 5

Means and Standard Deviations for
Third Grade Students on Selected 81-82 Results

| | | | SKY HARBOR | INDIAN CREEK |
|---|---|---|---|---|
| | Stanford Achievement Test Total Reading | $\bar{X}$ | 85.30 | 88.13 |
| | | s | 16.30 | 10.96 |
| | | n | 20 | 8 |
| | Cartoon Conservation Total | $\bar{X}$ | 12.80 | 19.75 |
| | | s | 4.61 | 2.66 |
| | | n | 20 | 8 |
| Woodcock-Johnson (English) | Oral Language Cluster | $\bar{X}$ | 19.82 | 22.14 |
| | | s | 6.39 | 3.85 |
| | | n | 17 | 7 |
| | Reading Cluster | $\bar{X}$ | 14.65 | 17.57 |
| | | s | 7.33 | 9.5 |
| | | n | 17 | 7 |
| | Woodcock-Johnson (Spanish) | $\bar{X}$ | 38.68 | 33.63 |
| | | s | 18.45 | 15.43 |
| | | n | 19 | 8 |

Table 6

Means and Standard Deviations for
Third Grade Students on Selected 82-83 Results

| | | | SKY HARBOR | INDIAN CREEK |
|---|---|---|---|---|
| Stanford Achievement Test | Total Language | $\bar{X}$ | 81.26 | 104.88 |
| | | s | 25.64 | 14.85 |
| | | n | 19 | 8 |
| | Total Mathematics | $\bar{X}$ | 42.11 | 53.00 |
| | | s | 7.72 | 9.52 |
| | | n | 19 | 8 |
| Woodcock-Johnson (English) | Oral Language Cluster | $\bar{X}$ | 28.85 | 30.88 |
| | | s | 7.82 | 8.27 |
| | | n | 20 | 8 |
| | Reading Cluster | $\bar{X}$ | 34.6 | 43.88 |
| | | s | 13.06 | 5.44 |
| | | n | 20 | 8 |
| | Written Cluster | $\bar{X}$ | 10.45 | 12.88 |
| | | s | 4.14 | 5.44 |
| | | n | 20 | 8 |
| Woodcock-Johnson (Spanish) | Oral Language Cluster | $\bar{X}$ | 17.68 | 17.63 |
| | | s | 9.39 | 8.19 |
| | | n | 19 | 8 |
| | Reading Cluster | $\bar{X}$ | 23.05 | 28.88 |
| | | s | 16.68 | 10.83 |
| | | n | 19 | 8 |
| | Written Cluster | $\bar{X}$ | 9.05 | 9.13 |
| | | s | 4.43 | 3.44 |
| | | n | 19 | 8 |

Table 7

Stanford Achievement Test
Correlations of 1982-83 Reading Total Scores
with Selected Scores from 1983-84 for Second Grade

| | Read A + B | Vocabulary | Listening Comprehension | Total Reading |
|---|---|---|---|---|
| Sky Harbor (n = 13) | .35 | .67* | .52* | .79* |
| Indian Creek (n = 21) | .80* | .41 | .54* | .81* |

*$p < .05$

Table 8

Correlation of Woodcock-Johnson 1982-83
Results with 1983-84 Results for Second Grade

| | Woodcock-Johnson (English) | | | Woodcock-Johnson (Spanish) | | |
|---|---|---|---|---|---|---|
| | Oral Language Cluster | Reading Cluster | Written Cluster | Oral Language Cluster | Reading Cluster | Written Cluster |
| Sky Harbor (n = 13) | .81* | .91* | .74* | .96* | .89* | .74* |
| Indian Creek (n = 21) | .69* | .67* | .35* | .74* | .78* | .77* |

p .05 –

Table 9

Stanford Achievement Test Correlations of 1982-83
Reading Total with Selected Scores from 1983-84 for Third Grade

| | Reading Comprehension | Vocabulary | Listening Comprehension | Total Reading |
|---|---|---|---|---|
| Sky Harbor (n = 18) | .83* | .54* | .35 | .83* |
| Indian Creek (n = 8) | .79* | .75* | .77* | .85* |

*$p < .05$

Table 10

Correlation of Woodcock-Johnson 1982-83
Results with 1983-84 Results for Third Grade

| | Woodcock-Johnson (English) | | | Woodcock-Johnson (Spanish) | | |
|---|---|---|---|---|---|---|
| | Oral Language Cluster | Reading Cluster | Written Cluster | Oral Language Cluster | Reading Cluster | Written Cluster |
| Sky Harbor (n = 19) | .39 | .64* | .55* | .95* | .93* | .62* |
| Indian Creek (n = 8) | .83* | .88* | .64* | .92* | .58 | .05 |

*$p < .05$

Table 11

Means and Standard Deviations for 1982-84
Woodcock-Johnson (English) for Current Second Grade

| | | SKY HARBOR | | INDIAN CREEK | |
|---|---|---|---|---|---|
| | | Oral Language Cluster | Reading Cluster | Oral Language Cluster | Reading Cluster |
| Kindergarten | $\bar{X}$ | 10.33 | 3.00 | 18.00 | 3.88 |
| | s | 7.40 | 2.48 | 8.82 | 5.25 |
| | n | 15 | 15 | 17 | 17 |
| First Grade | $\bar{X}$ | 25.62 | 17.00 | 30.00 | 30.86 |
| | s | 4.91 | 9.45 | 6.82 | 10.47 |
| | n | 13 | 13 | 21 | 21 |
| Second Grade | $\bar{X}$ | 36.63 | 43.50 | 43.18 | 49.18 |
| | s | 9.58 | 18.48 | 8.25 | 14.13 |
| | n | 16 | 16 | 22 | 22 |

Table 12

Means and Standard Deviations for 1982-84
Woodcock-Johnson (English) for Current Third Grade

| | | SKY HARBOR | | | INDIAN CREEK | | |
|---|---|---|---|---|---|---|---|
| | | Oral Language Cluster | Reading Cluster | Written Cluster | Oral Language Cluster | Reading Cluster | Written Cluster |
| First Grade | $\bar{X}$ | 19.82 | 14.65 | | 22.14 | 17.57 | |
| | s | 6.39 | 7.33 | | 3.85 | 9.5 | |
| | n | 17 | 17 | | 7 | 7 | |
| Second Grade | $\bar{X}$ | 28.85 | 34.60 | 10.45 | 30.88 | 43.88 | 12.88 |
| | s | 7.82 | 13.06 | 4.14 | 8.27 | 5.44 | 5.44 |
| | n | 20 | 20 | 20 | 8 | 8 | 8 |
| Third Grade | $\bar{X}$ | 35.45 | 44.90 | 17.80 | 41.13 | 60.88 | 17.80 |
| | s | 7.31 | 15.03 | 7.24 | 8.77 | 7.53 | 7.24 |
| | n | 20 | 20 | 20 | 8 | 8 | 8 |

Kenneth W. Wunderlich, Ph.D.
Associate Professor of Education
The University of Texas at San Antonio

Exhibit 12

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

TITLE VII DEMONSTRATION PROGRAM IN BILINGUAL METHODOLOGY
Evaluators' Visitation Schedule
April 1 - 2, 1984

Dr. Alfredo Benavides, College of Education, The University of Iowa, Iowa City, IA.

Dr. Raymond Padilla, College of Education, Arizona State University, Tempe, AZ.

| DATE | TIME | EVENT | PLACE |
|---|---|---|---|
| 4/1 | 6:00 p.m. | Orientation Meeting | Dr. Jacobson<br>14222 Golden Woods |
| 4/2 | 8:15 a.m. | Observation, grade 2, Sky Harbour | Grade II |
| | 8:45 a.m. | Observation, grade 3, Sky Harbour | Grade III |
| | 9:15 a.m. | Ms. R. Canada and Ms. M. Randle, teachers | Cafetorium |
| | 9:30 a.m. | Coffee Break | Cafetorium |
| | 9:45 a.m. | Ms. R. Torres and Ms. M. Vasquez, Aides | Cafetorium |
| | 10:00 a.m. | Mr. Clifford Cleaborne, Principal, Sky Harbour | Principal's Office |
| | 10:15 a.m. | To Indian Creek | |
| | 10:30 a.m. | Ms. Ramos, grade 2, Indian Creek | Grade II |
| | 11:00 a.m. | Ms. Wil Bachman, Principal, Indian Creek | Principal's Office |
| | 11:15 a.m. | Lunch with Ms. C. Drumm, Teacher; Ms. I. Garza, Aide, Ms. C. Ramos, Teacher; Dr. R. Jacobson, Project Director; Ms. P. Parks, Program Coordinator | Cafeteria |
| | 12:00 noon | Observation grade 3, Indian Creek | Grade III |
| | 12:30 p.m. | Parent Group | Teacher's Lounge |
| | 1:00 p.m. | To UTSA | |
| | 2:00 p.m. | Dr. Joseph Michel, Director, BBL | Director's Office |
| | 2:35 p.m. | Title VII Rap Session; Title VII Bilingual Counselors Project Staff and Title VII Demonstration Project Staff | BBL Conference Room |
| | 3:10 | Dr. Dwight Herderson, Dean, Social and Behavioral Sciences, UTSA | Dean's Office |
| | 3:45 | Dr. K. Wunderlich, Internal Evaluator | BBL Conference Room |
| | 4:15 | Demonstration Project Coordination Meeting | BBL Conference Room |

Report of Site Visit to:

TITLE VII DEMONSTRATION PROGRAM IN BILINGUAL METHODOLOGY

Sponsored by:

The University of Texas at San Antonio

and

The Southwest Independent School District

Submitted by:

Raymond V. Padilla, PhD

April 8, 1984

INTRODUCTION

The University of Texas at San Antonio and the Southwest Independent School District have conducted a three year project whose main purpose was to compare the relative effectiveness of two bilingual instructional techniques: The Language Separation Approach in which English and Spanish are used as media of instruction but not concurrently, and the New Concurrent Approach in which the two languages are used interchangeably depending upon certained specified patterns of student-teacher interaction. In addition, the project also was intended to assist the subject school district in providing bilingual instruction services to students who otherwise would not receive such services under the district's regular program of instruction. The evaluator was requested to make a site visit and "a global assessment as to the actual significance of this project." Hence, the observations and recommendations contained in this report tend to be summative rather than formative.

The project was conducted in two schools of the Southwest Independent School District: Sky Harbour Elementary School where the New Concurrent Approach was used and Indian Creek Elementary School where the Language Separation Approach was implemented. Technical support was provided by staff from the University of Texas at San Antonio, Division of Bicultural-Bilingual Studies. The project director was Dr. Rodolfo Jacobson and the program coordinator was Paula Parks.

The formal objectives of the project in its demonstration aspects were to: Attract more bilingual teachers to the focal schools, to identify superior bilingual teaching techniques, and to upgrade parent involvement. The remarks that follow reflect the evaluator's assessment of outcomes viz a viz these objectives. The observations are based on the latest site visit as well as two previous site visits during years one and two of the project.

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ATTRACTING BILINGUAL TEACHERS

In spite of a number of serious obstacles, the project did contribute substantially to the two schools' efforts to recruit bilingual teachers and aides. Throughout the project, two bilingual teachers and their aides taught bilingual classrooms in each of the two school sites. Prior to this project no bilingual instruction was provided by these schools even though large numbers of limited English proficient (LEP) students enroll in these schools. The chief constraints faced by these schools in recruiting bilingual teachers appear to be the following:

1. The relative scarcity of bilingual teachers compared to the demand.
2. The district's inability or unwillingness to pay competitive salaries.
3. The district's general lack of commitment to bilingual instruction as an effective means of instructing LEP pupils.

Clearly, the project had a positive impact in mitigating some of these constraints. Project funds helped to hire the necessary teaching staff. Two clearly defined methods of bilingual instruction were made available to the school district. And university personnel provided the much needed inservice training for both teachers and aides. But in spite of these positive contributions it seems that the school district may not be willing to continue bilingual instruction activities once the project is concluded.

IDENTIFY SUPERIOR BILINGUAL TECHNIQUES

Technical analysis of test data is not yet available but conclusions based on the field site visits can be drawn. The most salient points are:

1. The New Concurrent Approach appears to be a workable technique given

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trained and experienced users. Neither teachers nor students seem to get confused by the concurrent use of two languages. This observation is particularly important because in the past there has been a general prejudice against using two languages concurrently.

2. The Language Separation Approach is also a workable technique for instructing LEP students. A key element in its effective implementation is the teacher's high level of proficiency in the non-English language. Students who otherwise were expected to achieve low test scores made significant improvement when instructed bilingually.

Since no comparison was made with classrooms that used English only, no firm conclusion can be drawn about the relative effectiveness of these bilingual methods when compared to English instruction. However, both school principals agreed that the bilingual programs in their buildings had produced positive results. This is a significant observation because these administrators were not particularly convinced about the merits of bilingual education before the project started. On the contrary, they may well have felt negatively toward its use. But because of the project activities they have acknowledged the positive results that can be obtained using either of the bilingual approaches implemented through the project. Ironically, these administrators are not necessarily supporters of bilingual instruction in spite of their greater knowledge of how it is used and the results that can be obtained. Nevertheless, the project did succeed in its objective to identify superior bilingual education techniques or at least workable ones. One must recognize, however, that to make changes in educational practice easily goes beyond demonstrating effective educational technology.

## UPGRADING PARENT INVOLVEMENT

Getting parents involved in school activities is always a difficult chore. In communities with populations of lower socio-economic status such involvement seems to be even more difficult to obtain. The results obtained through this project are positive but limited to a relatively small number of parents. At least one school principal was impressed by the increased parent involvement. She had particularly low expectations of parental participation but was pleasantly surprised at the degree of success achieved by the project. Parents appear to have participated the most in the context of school celebrations and other special programs. Those parents active in the project had very positive attitudes toward bilingual education and a small number advocate for even more instruction in Spanish. The attitudes of these parents are in sharp contrast to the district's generally tepid support for bilingual education. If such parental attitudes are widespread in the community then there is considerable potential for conflict between the desires of parents for bilingual instruction and the district's (un)willingness to provide it.

Given that the effectiveness of bilingual methods has been operationally demonstrated in the two focal sites, it may well be up to parents to determine whether or not they are willing to advocate for bilingual instruction in their schools. They face many difficulties because of their relative lack of influence in governing the schools. Yet their influence could be considerable, especially now that some of them have experienced personally the benefits of bilingual education.

## RECOMMENDATIONS

The following recommendations pertain to the project as a whole not.



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merely to its third year of operation.

1. Given the generally positive results that the project has achieved at its two sites, there is a need to replicate the project at different sites. To serve the interests of research more fully, perhaps sites that are more supportive of bilingual education should be selected. Otherwise it is difficult to provide a fair trial to the methods under test. Any replication should include English only instruction as a comparison method.
2. The school district should carefully assess the results of the project to determine the utility of incorporating bilingual methodology in its regular program of instruction. Apparently the district may be heading for ESL only instruction for LEP pupils. If bilingual methods are indeed the indicated treatment for LEP pupils, then the district might well fail to provide appropriate instruction to LEP pupils if it decides to offer ESL instruction only. While more bilingual teachers would have to be recruited by the district, this is not an impossible chore, given the proximity of a bilingual teacher training program and a major metropolitan area.
3. Parents are strongly encouraged to participate in school activities and to make their wishes known to the school district about the need for bilingual instruction. To facilitate this process, the district should at a minimun conduct a survey of parents to determined their desire for bilingual education and to discuss the results of such a survey at parent meetings throughout the district.

## CONCLUSION

The project was an ambitious and artful demonstration of bilingual methodology. In spite of many constraints, the bilingual education programs were operationalized effectively and the results appear to be positive. Whether or not the school district will continue the bilingual programs is up to the district and the community that it serves. Whatever the outcome, the project has demonstrated the workability of bilingual instruction using various techniques. Replication of the project is recommended in order to continue development of different, but effective, bilingual education models.

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Exhibit 14

# Site Visit Report

## Title VII Demonstration Program in Bilingual Methodology

Conducted by

The University of Texas at San Antonio

and

The Southwest Independent School District

Submitted by:

Alfredo H. Benavides, Ph.D.
University of Iowa
May 15, 1984

INTRODUCTION

This is a summary report by one of two evaluators who visited the Title VII Demonstration Project sponsored by the University of Texas at San Antonio and the Southwest Independent School District. The site visit took place on April 2, 1984. During this period, classroom observations were conducted at Sky Harbour and Indian Creek Elementary Schools. (The only two schools involved in the project).

In addition, interviews were conducted with the following people:

--Ms. M. Randle and Ms. R. Canada, bilingual teachers at Sky Harbour,

--Ms. R. Torres and Ms. M. Vásquez, bilingual aides at Sky Harbour,

--Mr. Clifford Cleborne, Principal at Sky Harbour,

--Ms. C. Ramos and Ms. C. Drumm, bilingual teachers at Indian Creek,

--Ms. I. Garza, bilingual aide at Indian Creek,

--Ms. Wil Bachman, Principal at Indian Creek,

--Parents' Advisory Group,

--Dr. Joseph Michel, Director, BBL, UTSA,

--Dr. Dwight Henderson, Dean, Social and Behavioral Sciences, UTSA,

--Dr. K. Wunderlich, Internal Evaluator,

--Dr. Rodolfo Jacobson, Project Director,

--Ms. Paula Parks, Program Coordinator.

The school observations conducted at Sky Harbour and Indian Creek Elementary Schools were both at the second and third grade levels. Although the evaluation schedule was packed, the time allowed was sufficient to develop a good idea for the program's progress.

The basic design of the project is to measure achievement levels of LEP students taught by two distinct methods in bilingual education. The language separation approach (common to many bilingual programs), was used at Indian Creek. The treatment school (Sky Harbour), utilized the New Concurrent Approach. The project was designed around the constant use of these two approaches in order to distinguish data on achievement.

OBSERVATIONS

The following observations are made regarding the functioning of the project:

1. The scope of the project is ambitious and should be applauded as an excellent effort to research a critical area in bilingual education.

2. The project administrative staff (Dr. Jacobson and Ms. Parks), are amply qualified to conduct this research. Their professionalism was evident throughout the evaluation.

3. Although there had been an apparent turnover in project teachers, they seemed to know which treatments they were utilizing in the classroom. This is a critical point in the project because the differentiation in methodology and its effects are what the project is seeking to measure.

4. The teachers observed at both schools appeared apprehensive during the evaluation. Although all were bilingual, some teachers seemed to lack technical vocabulary in Spanish - critical to any true bilingual approach.

5. Through interviews with project staff and personnel it was learned that the treatment (New Concurrent Approach), was discontinued for a period of time in one of the classrooms. It was resumed only after specific protests from the project director. This was a serious breach in methodology with the possibility of skewing the results.

6. In speaking with both principals it also became apparent that their attitudes towards the project specifically and bilingual education in general, were at best ambivalent. One principal went so far as to say that once the project was completed, the school would be going to an English-as-a-Second Language approach only. While it is not imperative that school administrators approve of certain approaches to the education of LEP students, it is important to reflect an attitude conducive to fair treatment of the research design.

RECOMMENDATIONS

1. It is necessary that this type of research continue at various educational levels.

2. It is extremely important that teachers understand fully the nature of the research, and, that they be more closely monitored in order to avoid confusion over methodology.

3. It is important that future projects form a more solid and supportive relationship with all parties involved.

4. The data collected should be analyzed in as many different ways as is possible given the limitations of the study. One possible subjective analysis could be that of noting the attitudinal impact which the project has had on parents and children alike. Since neither school has ever had a bilingual program this type of information would be interesting for future program consideration.

5. Future research endeavors involving the university and the SWISD need to be carefully reviewed and agreed upon by all involved parties. The lack of implementation at a critical stage could sabotage research which is essential to the educational process.

CONCLUSIONS

Comments in this section will be restricted to the conduct of the research project.

The project was an extremely ambitious yet well-designed study. Professor Jacobson has conducted a great amount of solid research which he used as a backdrop for the current project. In addition, he has assembled an excellent staff and received solid support from the university. The publicity generated by Professor Jacobson's research has done a great service to the university and bilingual education as well.

The project itself was conducted in a superb manner given certain limitations. These include teacher turnover and poor attitudes from school administrators. It appears however that the project has been a success in spite of these obstacles. I feel that this can be credited to the research design and the direction and supervision provided by Professor Jacobson and Ms. Parks.

Future projects should stive to develop harmonious relationships before they are begun. Otherwise the research itself will be at risk and all will be losers - especially the children intended to be advanced by such work.

Exhibit 15

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
SAN ANTONIO, TEXAS 78285
(512) 691-4426

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Division of Bicultural-Bilingual Studies

Teacher-Aide Contract
Title VII Project Classroom
1982-1983

Share teaching lessons in small groups(both). Aide will assist in the instruction while teacher is working with the class as a whole. Aide will do the laminating and ditto work. Teacher will give aide sufficient notice on work assignments. Teacher and aide will share bulletin board work, set and agree to class rules and support one another in discipline matters.

Aide and teacher will grade student papers and keep files of work on each child thus problems arising due to academics may be dealt with.

Teacher and aide agree to notify one another as soon as possible when one or the other has to be absent from shcool.

Read and agreed upon this _____ day of _____ 19___.

Teacher:_____

Aide: _____

My ideas / suggestions on the kind of education that the Project children will need for next year are as follows:

(1.) The project children would function a lot better if they would have bilingual education at least one more year. The change from the concurrent approach to an ESL program will be a very big change all of a sudden for the majority of the students. The transition should be more gradual.

(2.) Bilingual and/or ESL classes should consist of no more than 20 students per teacher. Students need more individual attention when learning in two languages.



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(3.) The children of the project should be assigned to different fourth grade classes so that they can interact more with non-spanish speaking students.

Attached is a letter written to me by Francisco Martinez. Francisco started school in October. He came from the interior of Mexico and had never heard English, much less speak it. He is a fine example of how much a child can learn in only eight months in a bilingual classroom using the concurrent approach.

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May 31, 1924

Dear Miss Canada

I hate to leave the room and my friends and you because with you I learn English, spelling, times tables. Thankyou for teach me you are very good teacher and Historical too. It was a very good class that you gidmy to me the mars 9, December 23, I like you my Tarry to and all the class is a very good sof the bidirsual and thankyou for it certainly is a very good Hour that you gidmy. I never le got you is a very good school is pretty the principal is very good.

Your friend,
Francisca

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Exhibit 16b

Dear Dr. Jacobson

I'm so sorry that this commentary is late in coming.

In answer to your questions about the program children in my class, I feel they are ready to take on whatever the schools offer them, and these children will fare better because their bilingualism was allowed to be nourished during their first 3 years of school. Thanks to your project, these children feel proud and confident in their bilingualism.

According to James Cummins (1981), "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students", the instruction through the minority language has been effective in promoting proficiency in both languages. ~~Only~~ And by proficiency" he means not only the basic interpersonal communication skills but also the cognitive/academic language proficiency skills. When this proficiency has been acquired in a child's first language, only then can he/she achieve success in the L2 school program. And my students have



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achieved this communicative and cognitive/academic proficiency in both languages. They no longer need ESL/Bilingual education as we have it today.

Thanks so much for letting me be a part of your program.

Corine Drumm

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